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Today's Education

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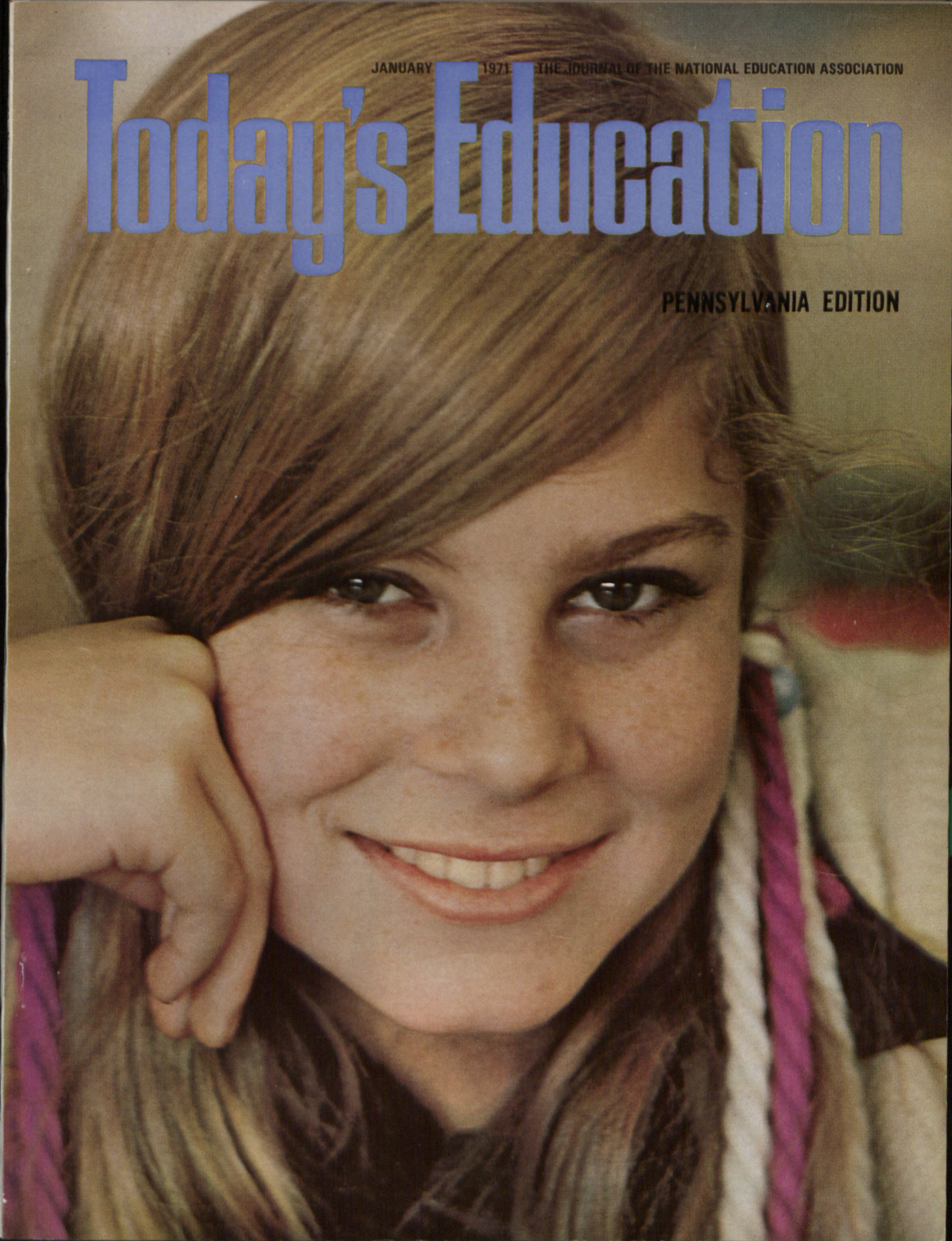

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Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Volume 60, Number 1, January, 1971

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PENNSYLVANIA EDITION

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Circulation Manager: R. K. Butler, Jr.
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Published monthly except June, July, and August by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000. TODAY'S EDUCATION® goes to all members of the Association. Annual subscription price $1.05 (included in membership dues and available only as a part of membership). Single copies 80¢ each. Second-class postage paid at Washington, DC, and at additional mailing offices. Articles are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not imply NEA endorsement of the product or of the views expressed. TODAY'S EDUCATION is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Education Index* and *Readers' Guide to Periodical Literature*. Copyright ©1970 by the National Education Association of the United States. All rights reserved.

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Put College Work in High School, Carnegie Commission Recommends

Chief State School Officers Support Block Grants for Education Aid

Census Figures Again Show That More Education Means More Money

School Administrators See Potential in Experimental Recruiting Plan

"Sesame Street" Magazine Supplements TV Lessons

NEWS AND TRENDS

Put College Work in High School, Carnegie Commission Recommends

Students should be offered freshman college work in high school, thus cutting to three years the time needed for a bachelor's degree, the Carnegie Commission on Higher Education has recommended. Noting that 50,000 students already go to college with advanced standing, the Commission said this number should quickly be expanded to at least 500,000.

The Commission also said that high school graduates should be offered more alternatives to college, including service projects, paid employment, and apprentice programs. Also recommended by the Commission were shortening of the time required to earn a Ph.D. degree and the acceptance of a master of philosophy degree for high school and community college teaching and of a doctor of arts degree for future college professors.

Chief State School Officers Support Block Grants for Education Aid

The nation's chief state school officers have criticized the Nixon Administration for "the apparent low priority given to school funding" but at the same time have backed a recommendation by the Secretary of Health, Education, and Welfare calling for provision of school funds to states in block grants. Such a plan, the school officers said, would permit the state greater flexibility in distributing federal money.

At the annual meeting of the Council of Chief State School Officers, the commissioners and superintendents also opposed use of public funds for nonpublic schools and urged thorough examination of the voucher system, under which parents would receive government funds to educate their children in public and private schools.

The Council also urged three-year funding of federal school programs and called for expansion of federal support programs and their consolidation into a new Department of Education and Manpower.

Census Figures Again Show That More Education Means More Money

A report from the Census Bureau has confirmed what every educator knows—the more education a person has, the more money he makes. The report notes that the mean annual income in 1968 for all males 25 years old and over ranged from $3,981 for those with less than an eighth grade education to $13,555 for those with five years of college or more. The annual mean income for those with a high school diploma was $8,148; with a four-year college degree, $12,418.

The report also estimates that the anticipated lifetime incomes from age 25 to death are $196,014 for those with less than an eighth grade education; $350,228, with a high school diploma; $561,631, with a four-year college degree; and $615,242, with five years of college or more.

School Administrators See Potential in Experimental Recruiting Plan

An experimental program sponsored by five universities and funded by the U.S. Office of Education to recruit candidates from other professions for training as public school administrators has a great potential, according to an official of the American Association of School Administrators.

Admittedly there is a degree of risk, the AASA spokesman said, "but the persistent and plaguing problems of education in the urban areas of America suggest the inadequacy of present-day preparation programs and justify an experimental gamble."

The consortium of universities will seek candidates for the program from law firms, large private businesses, and social service agencies. The nondegree program, up to two years in length, will be individually designed to expose the candidate to the theory and practice of public school administration. Each school is committed to placing and assisting, over a period of years, the candidates it trains.

"Sesame Street" Magazine Supplements TV Lessons

The producers of television's *Sesame Street* are giving away two million copies of each issue of *Sesame Street Magazine* during the 1970-71 school year. The publication—four-color, comic-book-size—will be distributed largely to disadvantaged children in 12 metropolitan areas.

Mobil Oil Corporation is paying the costs of printing and distributing five million free-circulation copies of the four issues of the magazine. Mail subscriptions are also available for $2 for the four issues (from Box 1234, Ansonia Station, NY 10023).

Meanwhile, a study by the Educational Testing Service indicated

Environmental Education Act Signed by President Nixon

"Earth Week" May Be Designated for Environmental Education

Court Rules That University Cannot Deny Promised Job to Homosexual

Judge Awards Tuition Refund in College Demonstrations Case

Wisconsin May Assess Students for Riot Damages on Campuses

NEA Reporter Gives Association News

that disadvantaged children watching *Sesame Street* regularly made greater gains than middle-class children who saw the show infrequently. The ETS study also revealed that three-year-olds made greater gains than older children and that children learned most when their mothers also watched and then discussed the program with them.

Environmental Education Act Signed by President Nixon

The Environmental Education Act became law in October. The Act, supported by NEA as a good first step in fighting the problems of pollution, authorizes $45 million over a three-year period. The funds are earmarked for curriculum development and dissemination, support of state and local school programs, and training in environmental education for educators as well as for those in other fields such as public service, government, business, labor and industry. The act also provides grants for the planning of outdoor ecological study centers, community education programs mainly for adults, and the preparation and distribution of materials for the mass media. Additionally, funds may also be used for demonstrating, testing, and evaluating these kinds of activities.

The program, for which funds have not yet been appropriated, will be administered by the U.S. Office of Education.

"Earth Week" May Be Designated for Environmental Education

Last spring's one-day environmental teach-in may be expanded into an annual Earth Week devoted to educational programs and conferences on the environmental crisis. Wisconsin Senator Gaylord Nelson and California Congressman Paul N. McCloskey, Jr., cosponsors of the April teach-in, introduced in the 91st Congress a resolution designating the third week of each April for the event. They plan to reintroduce the measure in the new Congress, should it not have been acted upon by the end of the 91st.

A 1970 NEA resolution calls for an annual Earth Day (also, see special feature on pollution in the December 1970 TODAY'S EDUCATION).

Court Rules That University Cannot Deny Promised Job to Homosexual

A federal court has ruled that a publicly supported university cannot deny a job (once offered) to an individual solely on the grounds that he is a professed homosexual. The U.S. District Court for the District of Minnesota ruled that the University of Minnesota was violating the Fourteenth Amendment right to due process of a man it promised to hire as a librarian and then refused to hire when it learned that he professed to be a homosexual.

The university argued that the fact that the librarian was an admitted homosexual would connote to the public that he engaged in homosexual acts criminal under state law, and that the university could not condone criminal acts by its employees.

Ruling against the university, the court said that a homosexual is "after all a human being," and like any citizen entitled to due process—at least in securing public employment, when there is only surmise, not proof, that he has committed or will commit criminal acts or that his homosexuality will impair his employment efficiency. The court noted that judicial precedents had established a distinction between homosexuality as a deviant condition and the commission of homosexual criminal acts.

The university is appealing the decision, and, in the meantime, is required to hold the position open.

Judge Awards Tuition Refund in College Demonstrations Case

A New York City judge has ruled that New York University must make a partial tuition refund because the college was closed for 19 days during student demonstrations. The judge of the city's Small Claims Court ruled that the university had breached its contract and had not "made a good-faith attempt to solve genuine and long-standing problems within its own college communities."

The university has appealed.

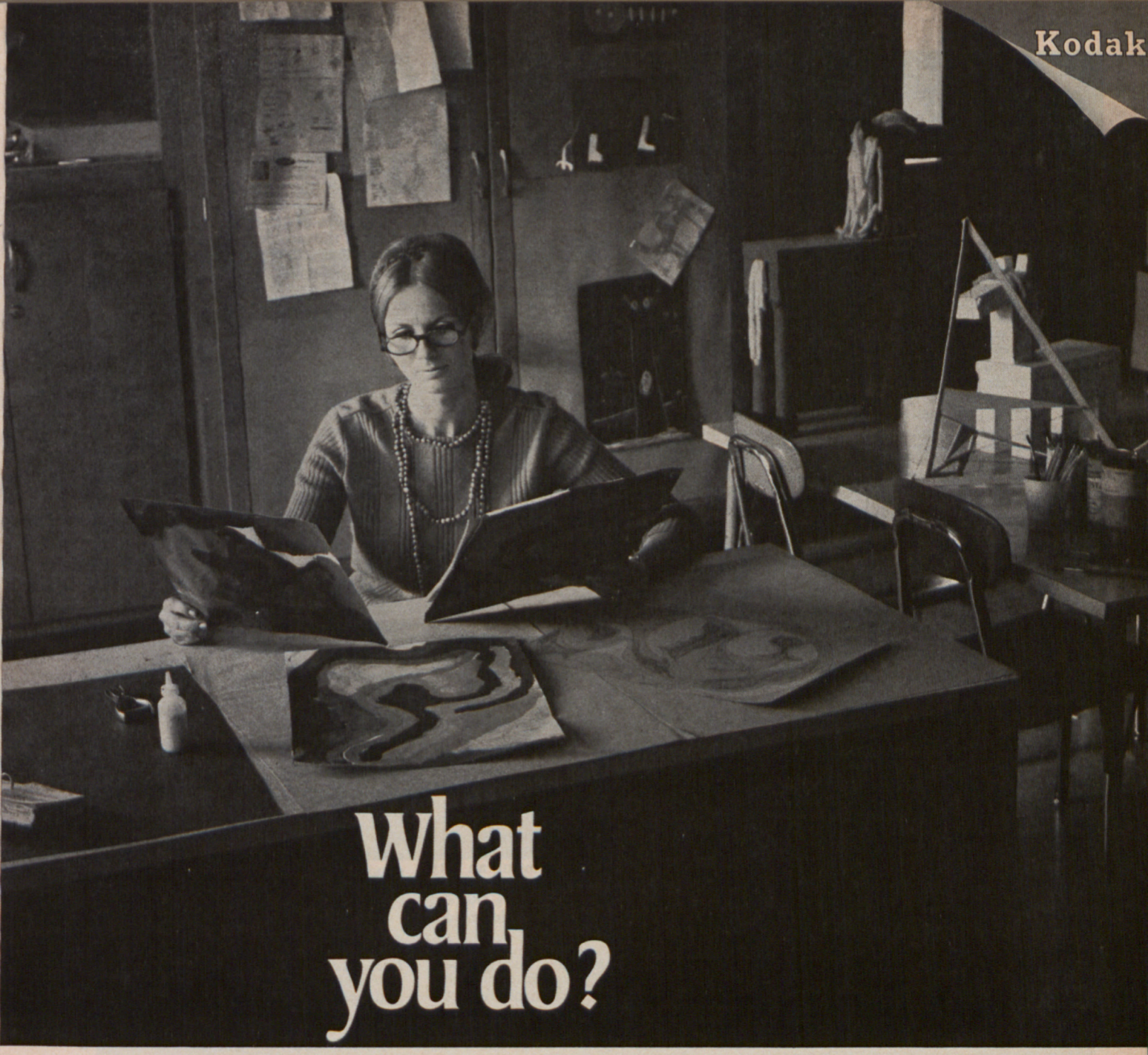
Wisconsin May Assess Students for Riot Damages on Campuses

The state of Wisconsin may soon require college students to pay $100 a semester for antiriot insurance. The plan has been endorsed by the state's insurance commissioner and called feasible by insurance companies.

The proposal, under consideration for some time, was made after the August bombing at the University of Wisconsin which killed one person and caused almost three million dollars' damage. It will be presented to the state's Insurance Laws Revision Committee which, if it approves the proposal, may recommend it to the state legislature.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.



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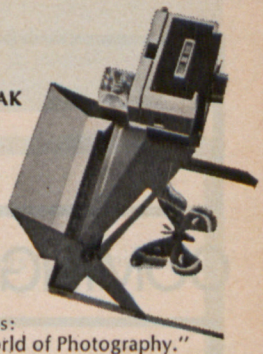

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of NEA.*

Homosexuality

I thought the article, "Homosexuality," by Martin Hoffman (November) was a fine one. It is about time that sex, religion, and other "taboo" subjects are freely discussed, with all viewpoints expressed, in a magazine for educators.

Too many articles in TODAY'S EDUCATION are polite rehashes of traditional educational subjects—homework, discipline, etc. Educators are supposed to be aware of the issues that are important to young people and, indeed, to all of us today. How can we educate children if we ourselves are not informed about these subjects and are afraid to discuss them?

In today's society there are millions of homosexuals, alcoholics, people who take dope, people who commit violence. We need to face up to the fact that they exist and to analyze their problems, separating stereotyped thinking from reality.—Laurence I. Seidman, *fourth grade teacher, Albertson, NY.*

As a former homosexual, I was pleased to see that TODAY'S EDUCATION had the courage to publish an in-depth discussion of the problem of homosexuality. But I was disappointed that Dr. Hoffman chooses to perpetuate the myth that homosexuality cannot be cured. His position is particularly disconcerting, because he suggests that teachers not seek a psychiatric referral for students who may be homosexual.

Dr. Hoffman is right that many, even most, homosexuals do not desire to be changed; therefore we must, as he suggests, alter the social pressures that have merely added to their burdens. I applaud Dr. Hoffman's plea for acceptance of homosexuals as human beings and his attempt to dispel the myth that homosexual males are always effeminate.

There is no doubt that curing homosexuality is extremely difficult. But the statement that most homosexuals—even if they wanted to change—"couldn't be changed by any method known to modern medicine" is not borne out by the facts. Other psychiatrists would disagree with Dr. Hoffman and could cite a large number of successful cases.

Even more convincing to me is the fact that although I was a practicing homosexual until I entered college, I am now, after some six years of psychotherapy, happily married and as normal as any male could hope to be.

Looking back on my miserable high school years, I remember wishing that there was someone to whom I could turn for help with my problems of sexuality. But even my parents seemed to think everything would turn out all right. So I had to wait until I could refer myself to the university health service's psychiatric staff. I am bitter that I had to waste valuable years waiting to start therapy, thus prolonging my agony.

While changing homosexuals is not easy, the prognosis is good for a young person. Dr. Hoffman has done a grave disservice by telling teachers that "by the time senior high rolls around, sexual matters are settled for most homosexual students."

What the young person with homosexual tendencies needs is for someone to open up to him the possibility of solving his problems through psychiatric treatment.—Name withheld on request.

Dr. Hoffman can keep his "conviction" about homosexuality being "a valid way of life." Homosexuality was never meant to be a way of life. It is clearly a perversion of the normal sex drive and one of the lowest forms of immorality.

I'm also much disturbed that *our* publication even considered printing an article implying that "we" must accept homosexuality as "a way of life."—Robert C. Bender, *principal, Young Elementary School, Bend, OR.*

Dr. Hoffman's apologist position concerning homosexuality is quite probably due to his close observation of the problem; a closeness in which the sharp focus of this specific area produces a resultant blurring of the observer's cultural frame of reference. Few reasoning people would disagree with Dr. Hoffman regarding the unfair, often vicious persecution and stigmatization of the homosexual in our society resulting from ignorance and/or "conventional morality." On the other hand, reasoning people will take Dr. Hoffman to task concerning the inconsistency of his rationale vis-à-vis society and the homosexual.

This inconsistency is evidenced by his viewing the problem as one of life-style rather than of life itself.

In a biological context, the most fundamental observation is that the thrust of cultural development is *toward* life and all that augments and preserves life. Any biological accident or imperfection which militates against this primary thrust will, barring extinction of the species, be suppressed or "avoided" as a negative factor. If we extend homosexuality as a "valid way of life" to the entire species, the only outcome can be a biological non sequitur: the suicide of the human race. Thus, biologically speaking, homosexuality is an aberration and while, as sexual behavior, it may be acceptable (within obvious limitations) in an enlightened society, it is *neither desirable nor admirable* sexual behavior.

Obviously, it is natural for the homosexual to attempt a rationale that will "normalize" him to the extent that a degree of peace of mind will be possible. Understanding this need, we should aid the homosexual in achieving as satisfactory a self-identity as possible as long as we do not endanger society in so doing.

The continuing results of the study of this phenomenon should be incorporated into teacher-training programs so that educators can better cope with campus and classroom activities or attitudes which threaten or, perhaps, even produce homosexuals.

Dr. Hoffman does, however, make several good points, and I hope he will continue to share his findings with the educational community.—William M. Jackman, *chairman, Art Department, Cobleskill (NY) Central School.*

I appreciated so much the article by Dr. Hoffman. In my 15 years of teaching, I've seen people with excellent credentials viciously attacked, harassed, abused, and robbed of every human dignity because they were homosexual or presumed to be homosexual.

I have seen only one case in which a teacher made homosexual advances to a student. I have seen many heterosexual advances, which were acceptable if not carried too far. In faculty lounges, I hear comments made extolling the heterosexual appeal, yet at the same time I hear persistent gossip about that "queer" so and so.—Name withheld on request.

The article on homosexuality was informative and humane in tone as it should be. However, we must be aware of the implications of such a nonjudgmental view of this condition. It says to our children: "This is a legitimate and acceptable alternative to the customary arrangement." Those in an ambivalent state would have society's sanction to pursue either a homosexual or a heterosexual orientation. No longer would the cards be stacked in favor of heterosexuality.

(*Continued on page* 8)

COMING

A "Searching Mind" piece on prejudice

A fact chart on drugs

An article about a program that improved the reading ability of both sixth grade tutors and their younger tutees

Income tax information for teachers

Tips for the first-year teacher

An article describing adult education programs across the country

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(*Continued from page* 6)

I do not believe our society wants or needs this.—R. H. Chamberlain, *director of adult education, Porterville (CA) Adult School.*

When To Obtain Passports

In the past fiscal year which ended June 30, 1970, the Passport Office received 2,110,999 passport applications, an increase of approximately 20 percent over the previous year's total. Needless to say, there was a tremendous strain on our limited facilities and personnel. For 10 years the Passport Office took great pride in its three-day passport issuance record. During 1969 and 1970, however, a wait of three to five weeks for the routine issuance of a passport was the norm.

For their own convenience, travelers should apply during our nonpeak months of November through January. Those who must apply later in the season should do so well in advance of their expected departure dates.—Frances G. Knight, *director, U.S. Passport Office, U.S. Department of State, Washington, DC.*

Many Agree with Edwards; Many Don't

It was interesting the way Elizabeth Edwards ("The Dedicated Teacher Is the Teaching Profession's Greatest Enemy"—November) used the terms *dedicated* and *professional.* She referred to those teachers whom she was criticizing for having given freely of their time and energy as *dedicated,* and to those who might change the current image (those who will not give freely of their time and energy?) as *professionals.*

I tend to agree with the point raised in the article but disagree with the contention that the dedicated teacher created the image of today's dedicated teacher. Our professional organizations (mainly, the NEA) and administrators created the image. Teachers have been led to believe that if one is not dedicated in the sense Mrs. Edwards used the term he is not professional.

Why is it that when doctors "inform the public" about unsatisfactory conditions in the hospitals they are performing a public service, but when teachers "complain" about conditions in the schools they are being militant?—John F. Newport, *associate professor of education, Southwest Missouri State College, Springfield.*

I commend you for printing this remarkable article, the most provocative and the most pointedly worthwhile I have ever seen in any NEA publication. It is therefore not at all surprising that some of the editors don't agree with the opinions expressed in it!

Not until more teachers realize the significance of Mrs. Edwards' remarks and vow to take appropriate actions to change the educational system she so accurately described, will education in this country move off dead center, a spot it never could afford to occupy.—Laurance E. Lowry, *past president, Bellevue (WA) Education Association; teacher, Bellevue High School.*

I do not agree with Elizabeth Edwards. Being relevant, creative, and dynamic in the classroom are the prime objectives of the dedicated teacher. But the dedicated teacher is also cognizant of his relevance, creativity, and dynamics outside the classroom.

If all teachers were equally dedicated, teachers could cooperate to set precedents and policies in education. Teachers could collectively plan curriculums if all teachers would dedicate themselves to the task by contributing equally.

The dedicated teacher recognizes the magnitude of the responsibility he has accepted in choosing a career in education. He is a professional who realizes that it is the teacher's obligation to educate all students. He is waiting for everyone in education to realize this obligation, unify, and act.

It is time for each of us to become the professionally dedicated teacher who cares.—Ellen Pastor, *first grade teacher, Rosenberg, TX.*

Three cheers for Elizabeth Edwards for speaking out in defense of professionalism and effectively expressing some stimulating thoughts regarding the numerous nonprofessional tasks that many educators have passively accepted as their "duty."—Jack Wolman, *counselor, Sophia (WV) High School.*

(*Continued on page* 12)

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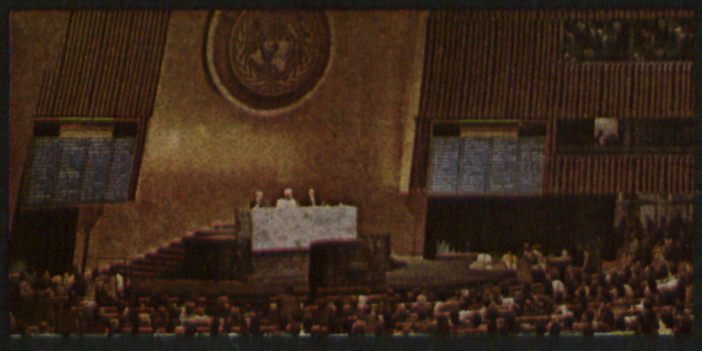

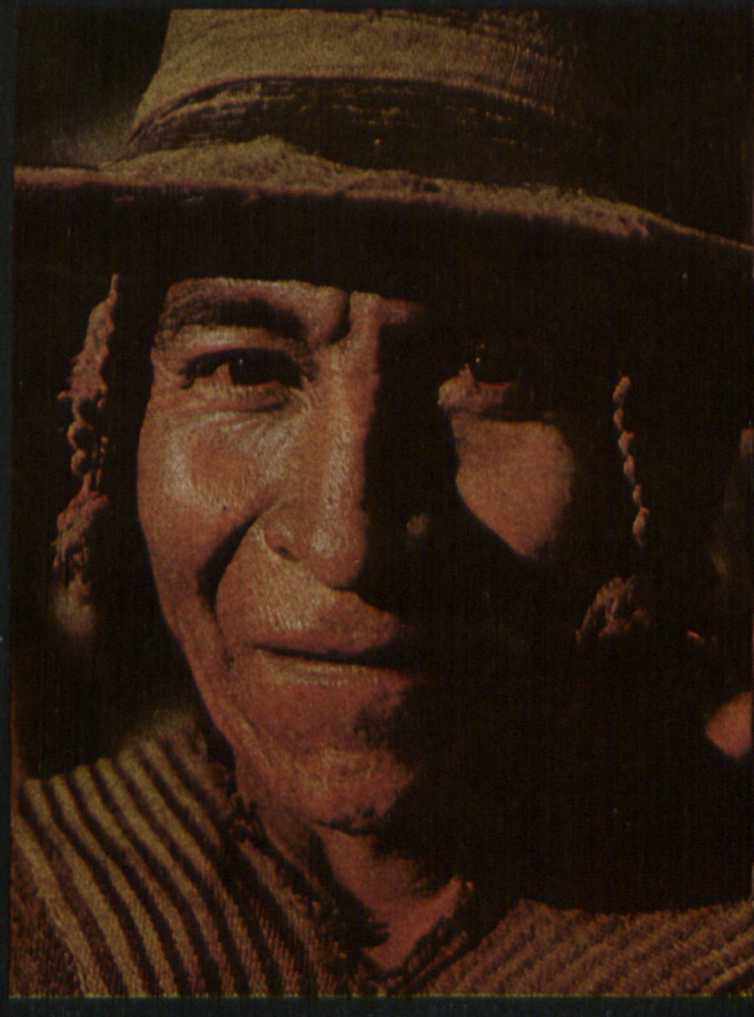

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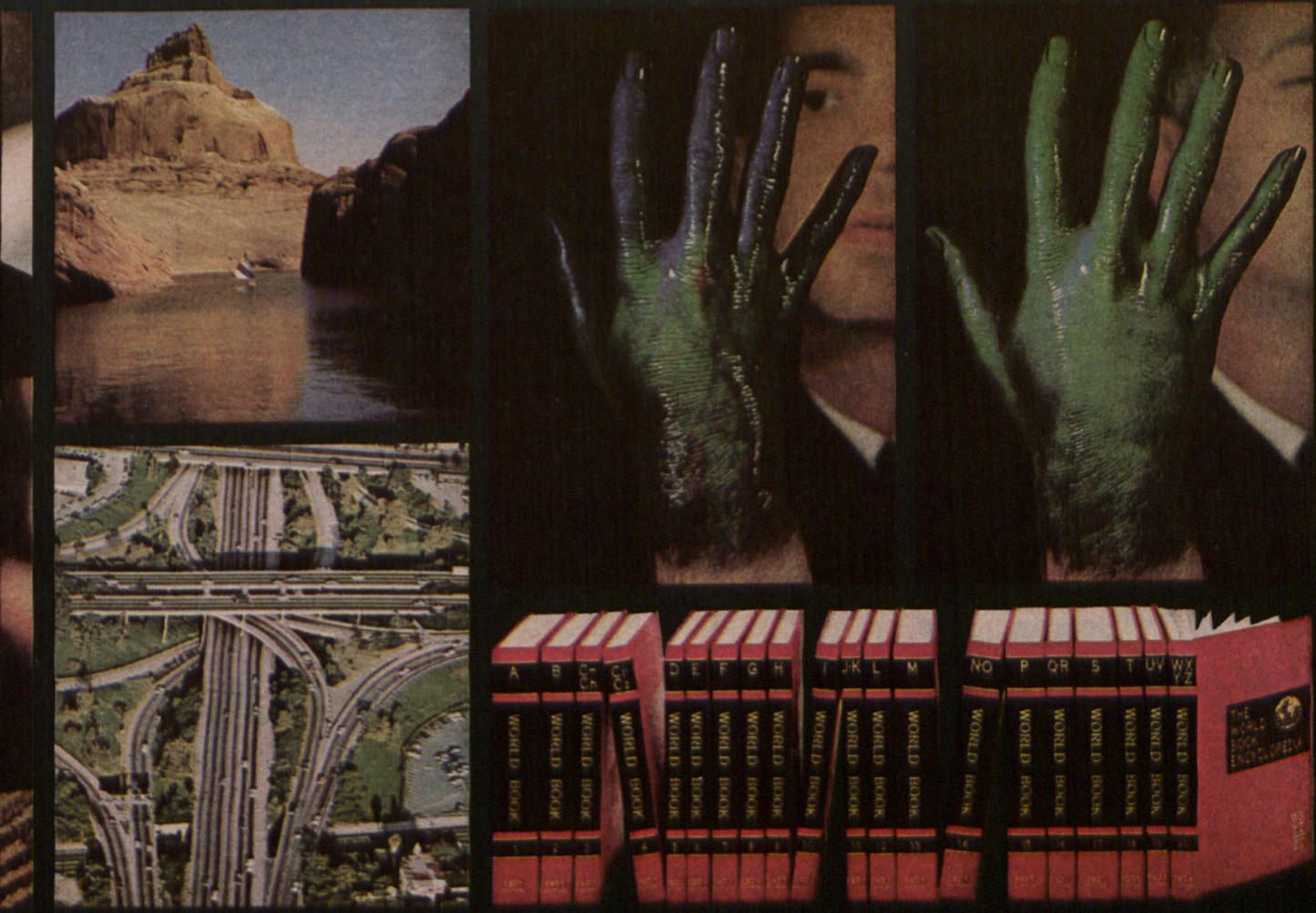

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(*Continued from page 8*)

To claim that the dedicated teacher is the profession's worst enemy is about as sensible as the cigarette commercial which asks us if we want good grammar or good taste. There is no reason on earth why we can't have both.

Just because I consider myself dedicated to helping students doesn't mean I am equally, or even at all, dedicated to selling candied apples; quite the contrary. I'll band together with anybody on the local, state, or national level to oppose teacher involvement in trivial, noninstructional activities.

I am not sure I can agree with Mrs. Edwards that any large segment of the public still believes that "dedication and teaching are synonymous." It is more likely that taxpayers think of us teachers as "money grabbers." This is all right with me too. We live in a materialistic society, and the higher our pay, the higher the respect in which we are held. The converse is not true now, if it ever was. So I am for higher pay, both for my own pleasure and for the benefit of the teaching profession.

I suppose it is because we live in a rapidly changing world that some of Mrs. Edwards' examples already seem irrelevant. Teachers are no longer involved in measuring sideburns. The courts have taken that chore off our shoulders by outlawing all regulations in regard to hair or dress.

In the school system where I am employed, some men do take on what might be called "police" duties at athletic events, but they choose this noninstructional activity because they like the extra pay.

It is part of my dedication that I want to help youngsters who have been ill, for instance, to catch up, or to give extra attention to some student who is slow to grasp a point I consider important. Does that make me unprofessional? Not in my book it doesn't!

I often spend evenings or weekends working on lesson plans, thinking of more effective ways to present my subject, and, yes, even grading papers.

I am as eager as anyone for teaching to become recognized as a real profession. I don't think holding back services to children is the answer, though.

The "menace" to public education Mrs. Edwards sees in the dedicated teacher is, I am afraid, a straw man. We can have both dedication and professional progress, perhaps even more readily than we can get good grammar and good taste. —Gunnar Horn, *head of English Department, Benson High School, Omaha, NE.*

I applaud your article in criticism of "the dedicated teacher"! We need to be professional and expert, but we also need to have the opportunity to raise our families and live and breathe and recreate ourselves as human beings.—Haven Hubbard, *teacher, prekindergarten, P.S. 137, Brooklyn, NY.*

Hooray for Elizabeth Edwards and her article. Three cheers for NEA for printing this provocative viewpoint.

Until recently, I have been one of those dedicated teachers. Lately, however, I have been asking questions, looking for answers, and re-examining status quo symbols and archaic policies. Before deciding to change my image as a dedicated, meek, and voiceless teacher, I made up my mind that, if it were necessary, I would wage an all-out fight for what I thought was right.

As teachers, we must examine our motives for dissenting very carefully. We must not crusade for personal gain, but for the betterment of the student's welfare. If we can honestly answer that the student will benefit, we will be unprofessional if we don't rant, rave, and crusade for the change.

Administrators, school boards, and the general public will not listen to us until we command (maybe demand) their respect. We will be respected when we make our motives understood.

The professional teacher not only cares, but will work to make necessary repairs in our educational system to turn out the best possible Americans.—Ronald Dean Nicodemus, *teacher of science and health (grades 4-5-6), Mishawaka, IN.*

The article is disgusting. Poor Elizabeth Edwards should have her head

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examined. The dedicated teacher is what education sorely needs today.—H. A. White, *county superintendent of schools, Medina County, OH.*

I don't think Elizabeth Edwards has to worry too much about the dedicated teacher any more. They are becoming increasingly rare.

She would be cheered by the rising prominence of a new type of teacher who: fights to get rid of all "nonprofessional" duties—unless of course the money is right; recognizes that the board of education is his enemy and their decisions must be continually ridiculed; no longer takes work home; makes it clear that even though he works 37 weeks a year he will never be satisfied until he makes as much as other professionals who work 49 weeks a year; is unconcerned about the waste of school supplies.—William M. Pollak, *social studies teacher, Johnstown (NY) High School.*

How can TODAY'S EDUCATION publish an article such as "The Dedicated Teacher Is the Teaching Profession's Greatest Enemy"? The title alone leaves a bad taste in my mouth.

My husband is a dedicated teacher. Do you want to change him? I do not; neither do hundreds of people from whom he has heard as a result of a newspaper article about him in the *Albuquerque Journal.* He has had calls from former students, already with families of their own, thanking him for the overtime he so willingly spent with them when they needed that extra help.

They deplore the attitude of many of today's teachers who leave the schoolroom before the students and who spend part of their time in the lounge bemoaning the teachers' low salaries, instead of earning what they do get.

Please don't let the students down by condoning such practices. The child and his advancement should be the main concern of the teacher; I respect any teacher who believes this and practices it.—Jennie Jaramillo, *Albuquerque, NM.*

I infer from the article that the dedicated are self-sacrificing, lacking in courage to contest the status quo, Mr. Milquetoasts and patient Griseldas, groveling in their self-imposed martyrdom.

In my opinion, the truly dedicated teacher is, and has always been, the alert and concerned individual who wisely expends his talent and his energy for the welfare of his students. He knows and uses multiple approaches to achieving his goals: maintaining his own physical and mental health, knowing what and how to teach, relating understandingly with parents and community, actively upholding his profession.

I am grateful I had many such teachers. They were more truly the "beautiful people" than the affluent group whom society so terms today. Perhaps the whole source of my disturbance is the manner in which "dedication" is viewed in the Edwards article and the possibility of its misinterpretation by young teachers-to-be.—Mary Dunn, *professor of education, Waynesburg (PA) College.*

Actually Mrs. Edwards implies that lack of money is the greatest enemy of the teaching profession. According to her, if we had money, teachers would not have extra duties to perform, class size could be cut, released time would be available for curriculum development, etc.

Her remarks are characteristic of a group of teachers who feel they are clever by arguing for salary increases on the grounds that with more money they will be better teachers and have more interest in the students. The argument is false and ought to be dropped before it boomerangs. Also, the view that dedicated teachers do not want more money has never been true in my experience.

We must stop looking for scapegoats in the profession, demand adequate salaries because we are entitled to them, and recognize that as professionals we do the best job possible regardless of how much we make.—Jacob Gendelman, *mathematics specialist, Compton (CA) Unified School District.*

Really, aren't you editors confusing the slavery type of dedication as described in the article with the choice to be dedicated without self-punishment?

Under our code of ethics, when an educator signs a contract to teach, he expects to serve the needs of children

(*Continued on page* 70)

"You've heard Jimmy speak of 'old Mrs. Fogarty'? *That's* 'old Mrs. Fogarty.' "

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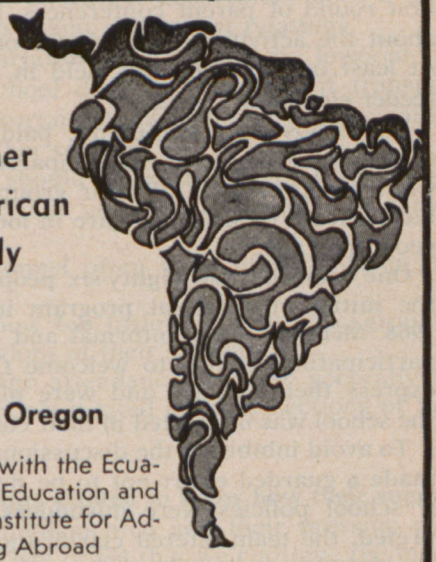

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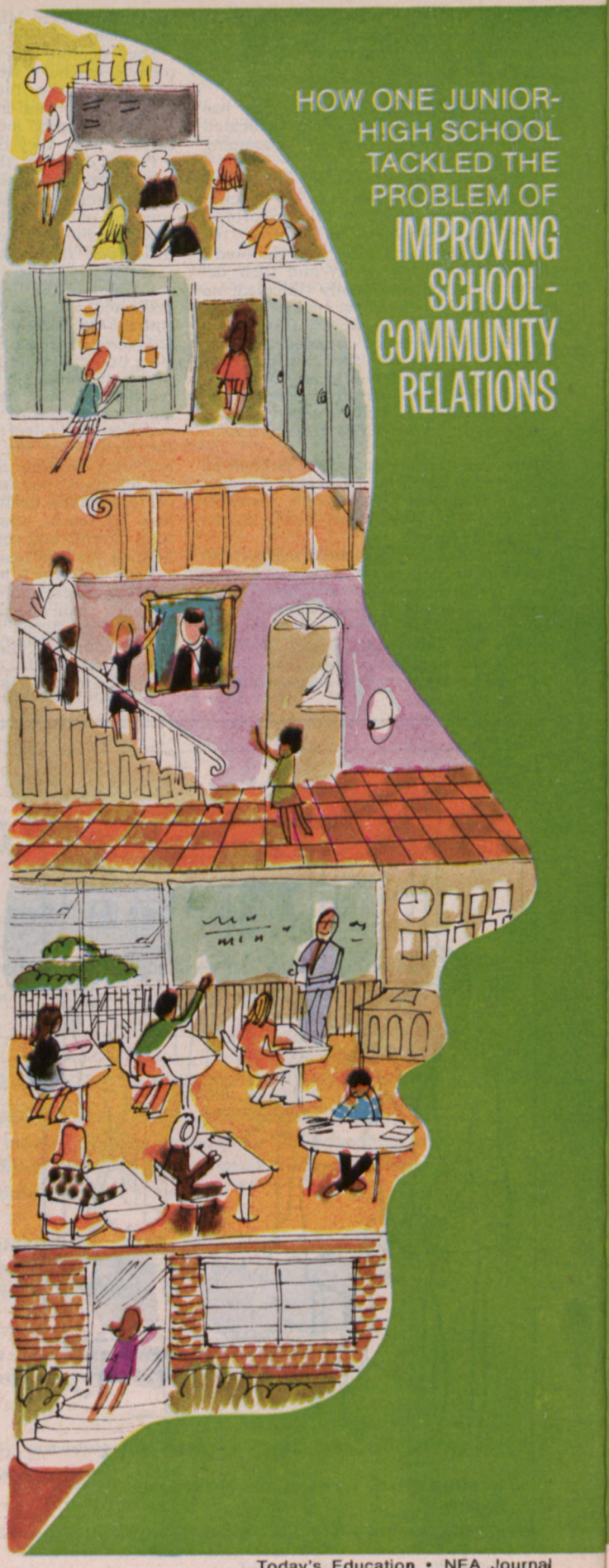
GEORGE T. FREY, *director, Career Opportunities Program; former coordinator, School Community Relations, San Diego Unified School District.*

HOW ONE JUNIOR-HIGH SCHOOL TACKLED THE PROBLEM OF IMPROVING SCHOOL-COMMUNITY RELATIONS



□ **How can we build an effective school-community** relations program and put it into operation? What is the best way to discover what's worrying parents? Can their suggestions for needed change be incorporated into the curriculum? These were the big questions facing us in San Diego in the summer of 1968.

The search for valid answers seemed a big order, but we decided to try by means of an assessment program at O'Farrell Junior High School. Our main objectives were to determine community concerns about the school and to discover how we could incorporate community suggestions into our educational program. Hopefully, accomplishment of these objectives would help create a stronger school-community rapport.

Our first problem was to decide what type of survey instrument to use in making the assessment. Because dialogues were popular at that time, we concluded that holding a series of such discussions throughout the school's feeder community would be a good way to make the assessment.

Much thought went into making the survey legitimate (in the eyes of community persons) and valid (in the eyes of researchers). We selected names of parents at random, and then wrote or called to ask if they'd volunteer their homes for group meetings of 10 to 15 parents and other interested persons. Following the first round of parent conferences, people who heard about the activity organized still other get-togethers. At least one meeting was held in each of the eight feeder elementary areas.

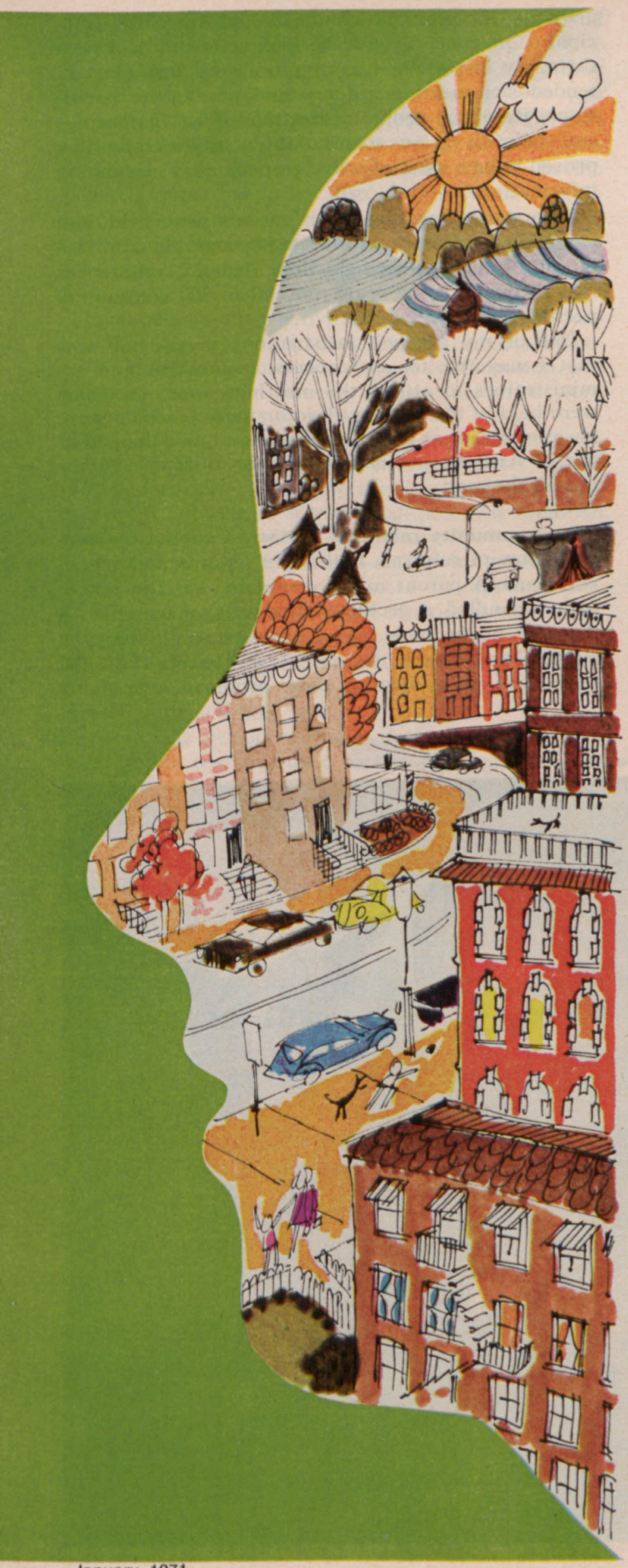
Those hosting a conference paid special attention to the ethnic, parent versus nonparent, and men versus women composition of their group. The community liaison team took special care in locating conferences geographically.

One hundred and eighty-six people participated in the initial involvement program in the summer of 1968. Meetings were informal and permissive. Those participating seemed to welcome the opportunity to express their feelings and were pleased to see that the school was interested in their comments.

To avoid inhibiting the discussions, the liaison team made a guarded effort not to be defensive. However, if school policies were misunderstood or misinterpreted, the team offered clarification. Questions that couldn't be answered on the spot were investigated and answered by phone. The general feeling seemed to be that home sessions were productive because parents felt at ease in familiar surroundings.

The community liaison team was composed of three persons—a community relations adviser and two parent counselors. I filled the first position, a new one in our district. Parent counselors were active for several years prior to the new activity, but the two on this team had not worked in a program of this kind before.

We decided that documentation of concerns voiced



at conferences was important. Team members took turns recording these so a framework for follow-through would be established. The team, however, could not promise parents that solutions would be forthcoming for the problems which they voiced.

After reviewing the compiled concerns and suggestions heard throughout the feeder community, we made a list of topics mentioned repeatedly. The list included the following:

- Counseling is often ineffective because of the attitude of some school personnel. Little attention is paid to average students; there is a lack of counselor-parent contact; counselors sometimes resolve problems in an unsympathetic manner.
- Too many teachers make little effort to know individual students, may not provide proper discipline, fail to make subjects interesting, and often expect too much of minority children. A teacher may paint an optimistic picture of a child's achievement during a parent-teacher conference and then give the child a low grade.
- Unruly students, fights, and intimidations give any school a poor image.
- The fact that different ethnic groups do not get along well together is a major concern. The roots of the problem are thought to be black-power philosophy and the attitude of some parents in the different communities.
- School staffs should include more minority teachers and administrators.
- The physical education department does a poor job of handling student and parent relations.
- Bus transportation costs should be lowered—or borne by the school district—especially if transportation costs for certain ethnic groups would be paid if they attended other schools.
- Suspension should be used only for severe disciplinary reasons; it is used too frequently for minor infractions.
- School personnel often treat black children unfairly.
- Teachers know too little about the backgrounds and home conditions of their students.
- Schools in the attendance area are generally inferior to the schools located in other sections of San Diego.

All parent groups wanted to know how their suggestions could be implemented and their pressing concerns resolved. They urged that we continue the meetings and that parent committees be set up to visit families whose children were having difficulty adjusting to school.

All participants urged more extensive use of group counseling for some students and parents. More student productions and extracurricular activities would help bring parents to school, everyone agreed, as would activities in which the parents could actually take part.

Additional suggestions included the following: Teachers should contact homes for other than disciplinary reasons; social gatherings of parents and

teachers—in the home of parents—must be encouraged; faculty members need to be better informed on residential patterns in communities served by O'Farrell Junior High.

During the first semester of the 1968-69 school year, I continued the community relations effort. During preschool orientation, I met frequently with the principal at O'Farrell and we agreed on general objectives for the school-community relations program. Key objectives of such a program, as outlined by the principal, should include the following:

Establishment of a close working relationship between the community relations adviser and the principal

Careful consideration of concerns and implementation of feasible suggestions made by parents during the summer conferences

Dissemination of honest information about school programs.

In pursuit of these objectives, several community relations activities were planned and carried out during the 1968-69 school year. A community advisory committee (formed in accordance with guidelines suggested by California's Department of Education) was established to provide community representation in planning the compensatory education program and other matters relating to the school program.

During the year, the committee informed the principal of its concerns, and he took action to deal with them. By invitation, two or more staff members attended each meeting and also took part in the discussions. Resource people also attended the gatherings and spoke on various topics of interest. The committee proved to be a most effective grapevine for circulating information.

More group meetings with parents were held, and we made an effort to have a good geographical distribution of such gatherings. More than 25 conferences met throughout the year; more than 300 community persons participated.

One of my greatest satisfactions in the job was that I was able to get teachers, counselors, and administrators to attend the meetings, most of which were held in the evening. Two or more teachers were always present at these sessions, and more than 50 of our 93 teachers participated at one time or another during the year.

As community relations adviser, I received a constant flow of referrals both from parents and school personnel. A parent might complain that the school hadn't handled a problem effectively; a member of the staff might state that a problem would soon be out of hand unless the parent was involved in the counseling. In arbitrating these problems, one of my

We polled community members to determine their concerns about the school.

most difficult tasks was to maintain an impartial attitude.

The O'Farrell community is multiracial. The ethnic makeup of the school population during 1968 was 50 percent white, 34 percent black, and 14 percent Mexican American. The remaining 2 percent were Orientals, Filipinos, and people from South Pacific Island groups. Partly because of this ethnic diversification, inflammatory rumors often circulated the community. We combated this problem by setting up a "Rumor Center" with appropriate publicizing of its purpose.

Extended daytime activities for students and parents included field trips, movies, industrial arts, homemaking, art, and recreation. Parent participation was moderate at first. However, as new activities were added, more parents took part.

Parent-child counseling nights were held throughout the year in the hope that this activity would motivate children to do better in school, give parents more interest in school programs, and establish stronger rapport with the community.

Counseling night activities—set up by grade level, seventh, eighth, and ninth—were by appointment. Thus, a parent was able to get individual counseling relative to his child's needs. From 12 to 15 counselors were available on any one night. An average of about 85 parents attended each of the six sessions held throughout the school year.

During the period normally devoted to classroom preparation, teachers took part in dialogue sessions. Community concerns and student behavior were favorite topics. Two district resource teachers and I took turns helping these groups. Fifty-three of our 93 teachers participated in discussions, which took place in groups ranging in size from 10 to 15 persons.

Parent-teacher dialogues, held throughout the year, also proved useful. Topics for discussion included coping with acts of violence, passive resistance, insolence, disorderly conduct, and vandalism; dealing with nonstudent intruders on school property; and handling off-campus activities and off-campus organized groups that affect school. After several meetings, parent-teacher groups defined each problem, identified those who should be asked to handle the problem, and suggested some steps for correcting troublesome matters.

Our student dialogue program had two big objectives: to allow students a chance to voice their opinions about school and to increase understanding among ethnic groups. Concerns were documented and fed back to the principal, and, when practical, we worked to make improvements. For example, we made changes in the cafeteria menu, relaxed the dress code, and offered black studies.

We designed our new community-aide and community-consultant program with the hope that it would give parents better understanding of school dynamics. Most parents hired for this program started out with antagonistic attitudes toward the school. In most cases, their children had broken regulations, and the parents felt the school had dealt too severely with the wrongdoers. Other parents were antagonistic because of accusations of assault, intimidation, extortion, and other misconduct against their children.

By having these parents work in the school for a period of two weeks or more, we hoped to give them an idea of the total school program, to help them understand why certain decisions were made, and to let them see firsthand that many accusations against certain ethnic groups were false. The aides worked mostly as supervisors during lunch and physical education classes, but they also performed clerical duties and tended the switchboard. In all, more than 70 participated throughout the school year.

Several assemblies provided entertainment for students and parents. A community art show, produced by the advisory committee, showed the work of artists from various ethnic groups. Community churches displayed student artwork for one-week periods. And both students and the committee distributed a community newsletter published once a month.

Our school-community relations program yielded many rewards, though its tasks were demanding. We learned that four basic ingredients are necessary for success: a school administrator receptive to change, honesty with parents and students, follow-through on plans and promises, and an impartial attitude by the community relations adviser.

Organization is critical. School personnel, as well as parents and students, must take part in planning sessions. Moreover, all activities must be so structured that the community will want to participate.

Possibly because parents had a vested interest in the school few refused to offer their support when called upon. Admittedly, some people were suspicious at first, but when they realized the program was being implemented in good faith, their attitudes changed. And we found that parents can serve effectively either as paraprofessionals or as volunteers.

Participating teachers volunteered more and more of their time as the program progressed. They often remarked that they could feel the positive impact of the program on their students. As the program evolved, fewer criticisms about the school were heard. Parents began to direct their energies toward assisting in supervision at extracurricular activities. Many volunteered their services to help with chores, such as tutoring and the planning of future community-relations events. Indeed, the program had such a salutary effect on all those who took part that O'Farrell is continuing the program. Furthermore, two senior highs and two other junior highs in San Diego have adopted similar activities.

All in all, a community relations program can do much to build constructive school-community ties. The one big problem could be the reluctance of some school people to involve themselves extensively with the community. Yet educators will find that the program can quickly become a reality and a benefit to the total school community. □

COMMUNICATION

SKILLS THROUGH SELF-RECORDING

LEWIS SMITH, *director of Project Communication Skills Through Authorship and associate professor of education, University of Idaho, Moscow;* **ROGER ADAMS,** *principal, McSorley Elementary School, Lewiston, Idaho;* **JOE SCHOMER,** *Project specialist in reading, and instructor, University of Idaho; and* **MARLYN WILLARDSON,** *Project specialist in composition, and instructor, University of Idaho.*

☐ **If a second grader dictated some of his own reading** material, would it make a contribution to his reading achievement? Can authoring reading material strengthen the first grader's ability to read? Staff members from the University of Idaho's College of Education and from the McSorley Elementary School of Lewiston have joined forces in a project—Communication Skills Through Authorship, or CSTA—to examine these and other related questions.

Using children's compositions as a part of their reading material is certainly not a new idea, for the practice is at the heart of the language-experience approach to reading. What is new about this joint project is the manner in which children dictate their compositions and the way in which the compositions are prepared and used. The children compose orally and record their compositions on cassette recorders located in each classroom. We encourage the children to make recordings at any time except during large-group instruction.

During the first year of the project, the recording sites were attractive miniature space capsules in the second grade classrooms. A child who entered the spaceship through a screened hatch and sat in the cylindrical interior might imagine he was recording a message from many miles away. In the first grade rooms there was an attractive cottage and a castle complete with drawbridge to be lowered for entering and leaving the castle. For overflow periods, an extra recording booth (kept in the materials center) was made to resemble a tugboat. The teachers believe that the privacy of the recording environment is conducive to the child's expression of his inner thoughts.

We taught the children how to operate the recorders and how to load them with cartridges. A child entered a recording booth when he wished to transcribe an experience or a story. When he finished recording, he removed the cartridge and took it to the "mailbox" outside his classroom. The part-time typist for the project gathered the "mail" each morning, typed the stories, and returned both the cartridge and the typed copy to the child's classroom within a day.

Each child had his own colorful folder with his name on it in which to place his gradually accumulating set of stories. Many children gave special names to their folders.

In the project's formative days, we staffers could only conjecture about whether the children would have much of importance to say. But soon after hearing their first recordings, we realized that the children were making oral compositions of keen interest and varied content. Their stories often included unusually exciting descriptions of personal experiences.

Throughout the first half of the year, the first graders dictated stories that far surpassed their reading abilities. This prompted us to ask them to make shorter dictations. The child who received back a half page or more of print seemed overwhelmed when he tried to read it, whereas, with teacher help, he could successfully read the shorter dictations after three or four attempts. By the end of the year, the first graders' ability to decode and help themselves had improved to the point where they could read their longer dictations. (In this second year of the project we are providing an extended oral experience for the first graders as well as the temporary storing of longer compositions until the reading abilities of the young authors "catch up" with advanced oral dictation abilities. This revised approach preserves and fosters the initial dictation capabilities.)

Second graders were generally able to read most of what they composed from the beginning of the trial. By midyear they were able to read everything they dictated. First stories ranged in length from one or two sentences to nearly two pages. Some children were reluctant to make the first dictation, though most were not; and, of course, some were eager. They were anxious to read not just their own stories but those of their classmates as well.

We already knew, of course, that the child's speaking vocabulary exceeds his writing or reading vocabulary. In oral dictation, children often use words that they have not yet studied in print. Probably three conditions permit them to master these words—their own decoding capacity, their vivid memory of the circumstances during dictation, and the context within which they see the printed words. The child, then, influences his reading challenges by the stories he records and the vocabulary he uses. Some children

were delighted with words used by others and sought appropriate opportunities to use them themselves. During the pilot year upper grade children served as occasional helpers, coming to the first or second grade rooms to read the author's story to him or to be read to by the author.

Several aspects of the CSTA method offer advantages to the child author. In our approach, the child needs neither a teacher nor a teacher substitute to take his dictation. Thorough training in the use of equipment permits him to compose and record his own stories, experiences, or impressions. This frees him from the need to "save" his story, as may occur when a teacher is too busy to take dictation, and from any constraints that may arise in the human interaction of dictation. Nor does the child's ability to write or the lack of physical stamina to set down all he wishes to say prevent or obstruct his composing.

As with other attempts at instruction that depend on the pupil's willingness to participate, this approach needs to be administered with great care. To date, we have adhered to several operating principles or guidelines. The most important is that the child's story is not to be edited or corrected by either the typist or the teacher. In other words, "no red pencil." We consider premature correction or teaching of the "right way" unwise. Such teacher behavior would turn the timid child off and cause unnatural conformity and restriction in more confident children. We do not force children to compose, nor do we tell them what to compose.

From November through May of the pilot project year (1969-70), the four classes in the experimental group composed more than 2,500 dictations. The typed copy ranged from a fourth of a page for shorter dictations to 11 typed pages for the longest story. In typing stories for the four grades (the two first and the two second), our typist spent an average of between three and four hours a day each school day.

While subsequent research will examine the effects of introducing topic ideas or story-starters to children, the approach in the pilot year was to permit the child to select what he wished to say. When a child shared his composition with the class (as by reading it aloud while his story was projected on the overhead projector), he usually practiced the oral reading beforehand so that his sharing would be, in his own judgment, effective.

We encouraged the children to feel relaxed and comfortable with their own forms of expression. The best type of correction—self-correction—occurred quite naturally and spontaneously when the young child reached his own awareness and concern for correct form. The thematic "wholeness" of even first graders' compositions suggests a rather effective intuitive grasp of the nature of communication.

Equipment needs for a program such as ours are few: a typewriter with primer type, typing paper, and a tape recorder and foot switch for the typist; an easily operated cassette tape recorder for each room; a cassette cartridge for every child, so that a child may compose when he feels ready; and folders for holding the children's stories. We also use overhead transparency film and ditto masters to share selected stories with small groups or the whole class.

When durable and easily operated equipment is obtained, the only other need is for a typist. Whether a paid typist or volunteer typist is used, some discretion is advised in the handling of children's compositions. Children need and deserve a thoughtful and somewhat protective environment with respect to their composition efforts. Some children are reserved about sharing their compositions. A sensitive teacher will know if and when a child is ready to share his work. Until a child voluntarily expresses willingness to share his story, the composition remains his to control. He may wish to share it with selected peers long before he is willing to have it read by the class. In rare instances, a teacher may feel a particular story should not be shared.

The research aspect of project CSTA included an analysis of gains made by the second graders in reading achievement test scores. We compared the gains of children in the McSorley School with those of randomly selected children from various other schools in the Lewiston district who did not experience the authoring and reading of their own materials. We measured achievement in October of 1969 and again last May. We compared second grade groups on the word meaning and paragraph meaning portions of the Stanford Reading Achievement Test. We used batteries A and B for pretest and post-test comparisons.

Analysis of word meaning scores revealed that the experimental group showed a slightly greater gain of 5.4 percent over the control group, an amount not significantly greater than might be expected by chance.

On paragraph meaning scores, we found a significant difference between the two groups. The CSTA group's gain was 73 percent greater than that of the control group from pretest to post-test scores. (This large a gain would not be expected to occur by chance more often than 5 times in 100.)

We also evaluated the effects of experimental group, age of pupil, sex of pupil, and previous kindergarten experience, if any, on pretest and post-test scores, and the difference between post-test and pretest scores.

There was little correlation between achievement and sex in this study; however, students who had gone to kindergarten scored 31 percent higher on the paragraph meaning test than did those with no kindergarten experience.

We are convinced that the CSTA approach may serve as a vital and worthy supplement to traditional forms of reading instruction. Whether one is a supporter of a language experience approach or of a decoding approach to reading, children's compositions may be found to provide a rich source of reading material of high natural interest to the authors and their peers. □

YOU CAN'T WIN!

WILLIAM C. MILLER, *deputy superintendent, Wayne County Intermediate School District, Detroit.*

□ **In recent years, educators have become more aware** of their responsibility to assess the effectiveness of meetings. In order to be of assistance to individuals who undertake this task, I have constructed a new evaluation form.

It is a great time-saver, since the person responding need only check the appropriate comment. In so doing, he will have the added benefit of knowing that he has expressed his hostility in depth.

The following examples of typical comments made about the various parts of an educational program should explain how this new approach will work.

1. The Introductions

_____ Egad! Why did *everyone* at the head table have to be introduced? It took time away from more important parts of the program.

_____ Sadie and her committee worked hard making those (__nut dishes, __rest room signs, __lace-doily decorations [choose one]). Why weren't their efforts recognized?

2. The Food

_____ The meal was too expensive and too filling. This is an educational meeting, not an orgy. I was so sleepy I couldn't listen to the speaker.

_____ What a skimpy meal! I work hard all day and need *food*. I'd rather pay a little more and know I've eaten. I was so hungry I couldn't benefit from the speaker's remarks.

3. The Program

a. The Public-Address System

_____ I'm not deaf. Turn down the damn PA system.

_____ I'm sure I would have enjoyed the program *if* I could have heard it. Wasn't the microphone working?

b. The Musical Portion of the Program

_____ The chorus was inspiring. It's good to involve children in our programs. We need more contact with youth.

_____ Why must we listen to the caterwauling of those kids? I hear kids' voices all day long. This is an adult organization. Let's keep it that way.

_____ Why a string quartet? We aren't squares. How about some modern music with some *life* in it?

_____ Rock 'n' roll music at a professional conference? I hear that trash on the radio and don't expect to be subjected to it at our meetings.

c. The Organization of the Meeting

_____ The small group sessions were a waste of time. Let's drop them next time.

_____ The small group sessions were the high point of the conference. Be sure to allow more time for this on your next program.

d. The Speaker

_____ Let's have a more down-to-earth speaker next time. This guy wasn't practical enough.

_____ The major speaker provided no intellectual stimulation. Education involves more than his how-to-do-it suggestions.

_____ His remarks were too brief.

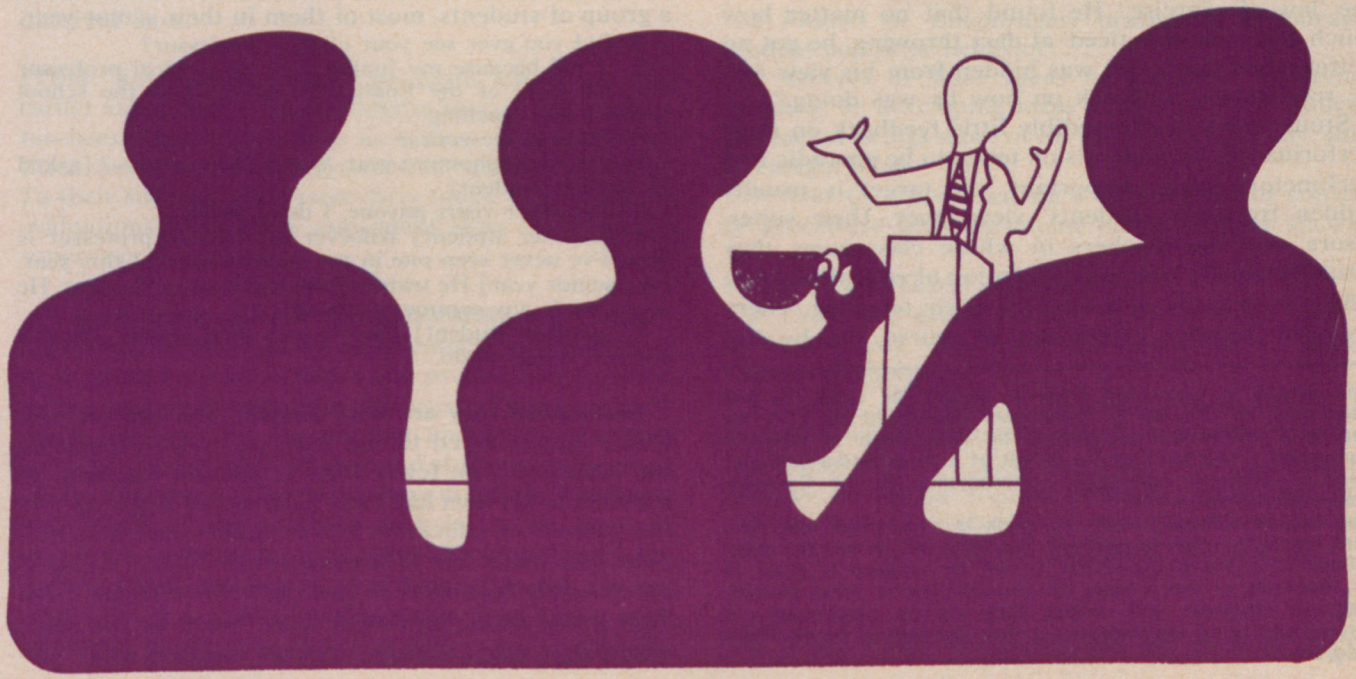
_____ His talk was too long.

_____ He could have used some humor to get his points across.

_____ He's the funniest person I've heard in years. He showed he was a real man, not an intellectual stuffed shirt!

_____ The speaker did not maintain the proper academic decorum. This is an educational gathering, not a night club. Our meetings are no place for jokes.

The lesson is: You can't please everyone (especially a group of educators). All you can do is keep trying. □



YOU MAY NOT AGREE, BUT...

EVEN STUDENT TEACHING IS DISMAL

says **CHARLES E. SILBERMAN**, *author, member of Board of Editors,* Fortune Magazine.

□ **To the extent to which they value any aspect of** their professional education, teachers generally cite practice teaching as the most valuable—sometimes the *only* valuable—part. Critics of teacher education, too, all agree that whatever else might be dispensable, practice teaching is not. But these judgments provide no basis for complacency, or even satisfaction. Compared with the kind of clinical training teachers should and could receive, practice teaching falls woefully short of the mark.

In some respects, in fact, practice teaching may do more harm than good, confirming students in bad teaching habits rather than training them in good ones. "There is instilled into teacher education," Professor Arthur Pearl of the University of Oregon writes, "the idea that observation and participation (little as it is) are effective learning devices. Ignored, by and large, is the truth that Thorndike discovered in his test of the 'law of exercise.' He found that no matter how much a person 'practiced' at dart throwing, he got no better when the target was hidden from his view and he received no feedback on how he was doing."

Students receive incredibly little feedback on their performance, for supervision tends to be sporadic and perfunctory. More important, the target is usually hidden from the students' view; they, their supervisors, and the teachers in whose classrooms they practice usually have no conception of education from which to criticize and evaluate their teaching. There are some notable exceptions, of course, but by and large, student teaching is in as dismal a state as the rest of teacher education.

There is general agreement, for example, that supervision is something less than adequate, the most common complaint being that supervisors either have never taught the subject in question or have been out of the public school classroom so long that they've forgotten what it is like to teach. To meet this objection, the school of education at a Midwestern university has adopted James Conant's proposal that supervision be handled by "clinical professors"—high school teachers who continue to spend half their time teaching, in the employ of the public schools, and the other half supervising student teachers, in the employ of the school of education. It is doubtful, however, whether the change represents much of an improvement; a Carnegie Study researcher discovered that many students did not even know who their clinical professor was.

ITEM: From a transcription of a taped interview with a group of students, most of them in their senior year.

Q. Did you ever see your clinical professor?

A. I did because my junior year the clinical professor was the head of the English Department at the school where I was teaching . . . .

Q. Did you see yours?

A. Not my sophomore year. Was it Miss————? [asked of another student]

A. She never visits anyone, I don't think.

A. [another student] Whoever my clinical professor is now, I've never seen one in my classroom until this year. [her senior year] He watched me teach twice, I guess. He never made any comments, though.

A. [another student] They're very busy people. They've got two things to do.

And indeed they are busy people! The clinical professor just referred to, for example, was responsible for supervising no fewer than 22 student teachers, in addition to his own half-time high school teaching job. (At schools of education where supervision is a full-time job, loads are commensurately higher.) Supervisors rarely have time to observe their students more than a few times; to reduce their loads to the point where they could observe student teachers more fre-

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This article is excerpted from a section of *Crisis in the Classroom* by Charles E. Silberman. (Copyright © 1970 by Charles E. Silberman. Reprinted by permission of Random House, Inc.) The book is the result of a three-and-a-half-year study of American education commissioned by the Carnegie Corporation of New York.

The section selected from the book is concerned with student teaching, often considered the best part of teacher education. TODAY'S EDUCATION invites its readers to send in (a) reactions to this article; (b) descriptions of *good* student teaching programs with which they are or have been involved: and/or (c) descriptions of their concept of an excellent program.

quently would cost more than schools of education are willing or able to spend. For supervision is inherently expensive—a supervisor can observe only one student at a time—and teacher education is done on the cheap in the United States.

The problem is compounded by the fact that supervisors rank at the bottom of the educationists' totem pole, rarely being given full faculty status. With budgets tight to begin with, therefore, education schools are reluctant to allocate more for supervision of student teaching than the minimum required by state certification requirements.

Indeed, a number of educationists are now proposing to turn the entire responsibility for student teaching over to the public schools. They offer a seemingly plausible and superficially tempting argument, until one realizes that their motive is to cut their deficit rather than to improve teacher education. Far from improving matters, turning practice teaching over to the schools might make them worse, for schools would tend merely to reproduce the kinds of teachers they already have.

More money and lower case loads for supervisors would not necessarily improve matters, however. What is wrong with supervision has less to do with its frequency than with its nature. Lacking any conception of teaching, and without having thought seriously about the ends or means of education, supervisors of student teaching tend to focus on the minutiae of classroom life, e.g., the fact that a child in the third row was chewing gum, rather than on the degree to which the student teacher was able to achieve his teaching objective, or relate to the students, or evoke their interest, or what have you.

Without any conception of teaching, moreover, the supervisors frequently disagree among themselves as to what constitutes good or bad teaching. Indeed, individual supervisors frequently are unable to agree even with themselves, applying different criteria to different student teachers, or to the same student on different days.

ITEM: Researchers at one graduate school of education asked high school students to rate the student teachers. Their evaluations were then compared with those made by the supervisors of student teaching. To their surprise, the researchers found that students' evaluations were more consistent than those of the supervisors.

A good many colleges and universities are attempting to remedy or offset the mindlessness of supervision by training both supervisors and prospective teachers in the use of "interaction analysis." This is a technique for analyzing the number and kinds of verbal interchanges between teacher and students; how much of the time the teacher talks, how much the students; how much of the teacher's talk is in the form of questions, how much in the form of lecturing and giving directions and orders; how frequently the teacher responds to a student with praise, how often with criticism; and so on. Armed with a set of categories for classifying the interchanges and a code for recording them rapidly, the supervisor has a more or less objective basis for evaluating and criticizing each student teacher's performance and for sensitizing him to behaviors that are a priori bad.

At some schools, e.g., the College of Education of the University of Texas at Austin, student teachers may have a few of their sessions videotaped. The supervisor then analyzes the tape with the student watching it, stopping the tape from time to time to elaborate on some weakness or suggest what the student teacher might have done instead.

ITEM: Using a form of interaction analysis, researchers at Hofstra University found that teachers tend to call on boys far more often than on girls, the reason being that calling on a student is a means of keeping him "under control." One needs no grand theory of instruction to conclude that calling on boys so much more often than girls is undesirable—or that using questions as a disciplinary device is questionable pedagogy.

Since the technique of interaction analysis can be mastered fairly easily, moreover, it gives the student teacher a means of monitoring his own performance, simply by tape recording a class session and analyzing it afterward. (Where videotape equipment is available, students may analyze the videotape as well as the audio.)

ITEM: In one of the most widely used systems, that developed by Professor Ned A. Flanders of Temple University, formerly of the University of Minnesota—there are now any number in use around the country—teacher-student interchanges are broken down into 10 categories, as follows:

Teacher Talk: Indirect Influence

1. *Accepts Feeling:* accepts and clarifies the feeling tone of the students in a nonthreatening manner. . . .
2. *Praises or Encourages:* praises or encourages student action or behavior. . . .
3. *Accepts or Uses Ideas of Students:* clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five.
4. *Asks Questions:* asking a question about content or procedure with the intent that a student answer.

Teacher Talk: Direct Influence

5. *Lecturing:* giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions.
6. *Giving Directions:* directions, commands, or orders to which a student is expected to comply.
7. *Criticizing or Justifying Authority:* statements intended to change student behavior from nonacceptable to acceptable behavior; bawling someone out; stating why the teacher is doing what he is doing. . . .

Student Talk

8. *Student-Talk-Response:* talk by students in re-

sponse to teacher. Teacher initiates the contact or solicits student statement.

9. *Student-Talk-Initiation:* talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

Other

10. *Silence or Confusion:* pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Unfortunately, the greatest strength of interaction analysis is also its greatest weakness. The simplicity that makes it possible for almost anyone to analyze his own or someone else's teaching, that is to say, encourages a one-dimensional and in some ways distorted view of what teaching is all about. The fourth category in Flanders' system, for example, records the fact that the teacher has asked a question; it does not indicate the *kind* of question the teacher has asked. A "What's the capital of Colorado?" question is recorded in the same way as one whose answer calls for serious analysis and thought. Much the same is true of other categories in the Flanders system.

Category 3—teacher accepts or uses ideas of students—does not indicate the quality of the student's idea or the subtlety with which the teacher uses it. Category 5—lecturing—does not indicate whether the teacher is simply reciting a series of facts, reading from the textbook, or developing some concept or conceptual structure. Nor does Category 9—student-talk-initiation—indicate whether the student has raised a probing question or simply asked, "Are we responsible for that on the test?"

The problem runs deeper still. Most, if not all, systems of interaction analysis take the conventional formal classroom as given. To be sure, many of those using interaction analysis for teacher training believe strongly that the more indirect a teacher is, i.e., the less he lectures and the more he solicits student response, the better his teaching, and there is some evidence that teachers trained in this way do teach in a less directive way.

But while it is in what this writer, at least, would call the right direction, the change nonetheless is modest. The teacher, after all, remains the focal figure, standing in the front of a room filled with rows of desks, teaching twenty-five or thirty youngsters as though they all were interested in the same thing at the same time. If the teacher is less directive, it is because he lectures less and asks more questions and not because he tries to evoke learning from the students' interests; the teacher still dominates the classroom, deciding what the learning should be, when it should start, and when it should end.

To be sure, some interaction analysts have recognized this limitation, and have tried to remedy it by developing more complex and complicated systems of analysis that get at the nature of the questions and answers both teachers and students raise. The late Professor Hilda Taba of San Francisco State College, for example, whose main concern was improving children's ability to handle abstract and conceptual thinking, constructed an interaction analysis system that distinguished between different kinds of conceptual thought.

In the nature of things, however, the system involved so many categories that only someone with Taba's sophistication is able to use it. Hence the dilemma: if the analytic system is sophisticated enough to reflect the varieties and complexities of classroom interchange, it is too cumbersome to use (and certainly too cumbersome to be easily mastered); if it is simple enough to be easily used, it provides a simplistic picture of classroom interchange.

Nothing in interaction analysis suggests that there are entirely different ways of organizing a classroom, in which the emphasis is on learning rather than on teaching. On the contrary, the approach assumes that the teacher initiates and directs all the learning that occurs; and since it can deal only with verbal exchanges, it implies that verbal learning is the only kind that counts. Thus, in Flanders' system, which is representative of most, seven of the 10 categories involve conversation on the teacher's part, with only two categories—both verbal—reserved for students. The bias in favor of what *is* is inherent in the approach; interaction analysis developed originally not as a device for teacher training, but as a method by which scholars could analyze what goes on in the

A new mood is developing among classroom teachers with regard to student-teaching programs.

Until this time, two institutions—the local school system and the teacher preparation institution—have shared responsibility and authority for student teaching. Today, classroom teachers are saying that a third institution—the local professional association—must be meaningfully involved in conducting the student-teaching program in any school system in accordance with uniform standards set in the state. Cooperating teachers are demanding peer status with college coordinators of student teachers.

Teachers are refusing to be held accountable for results without corresponding authority in development of the original program. Teachers recognize the need for more student involvement in decision making. Frustration has also developed when teacher-preparation institutions have failed to respond to the pleas of the students and the classroom practitioners for program relevance.

I predict that unless local professional associations are able to negotiate with school systems on the student-teaching program, teachers as an organized group will refuse to accept student teachers in their classrooms.

—Donald F. Wilson, *president, Association of Classroom Teachers, an NEA department.*

classroom as it is now organized.

A number of schools of education are trying to improve student teaching in still another way, through the use of what is called "micro-teaching," a technique first developed at the Stanford University Graduate School of Education. As it is typically used, the student teacher, having been instructed in the use of a particular teaching technique—how to lecture, how to ask questions, how to get students to ask questions, how to reinforce students' answers, and so on—practices the technique by teaching a five- to 10-minute lesson to a mini-class of four students.

The supervisor videotapes the session and plays it back for the student teacher immediately after, analyzing and evaluating the way he handles the skill in question. After a 15-minute pause, the student teacher reteaches the same lesson, with the videotape analyzed a second time, again focusing only on the one skill. (At some schools, the procedure is repeated a third time.)

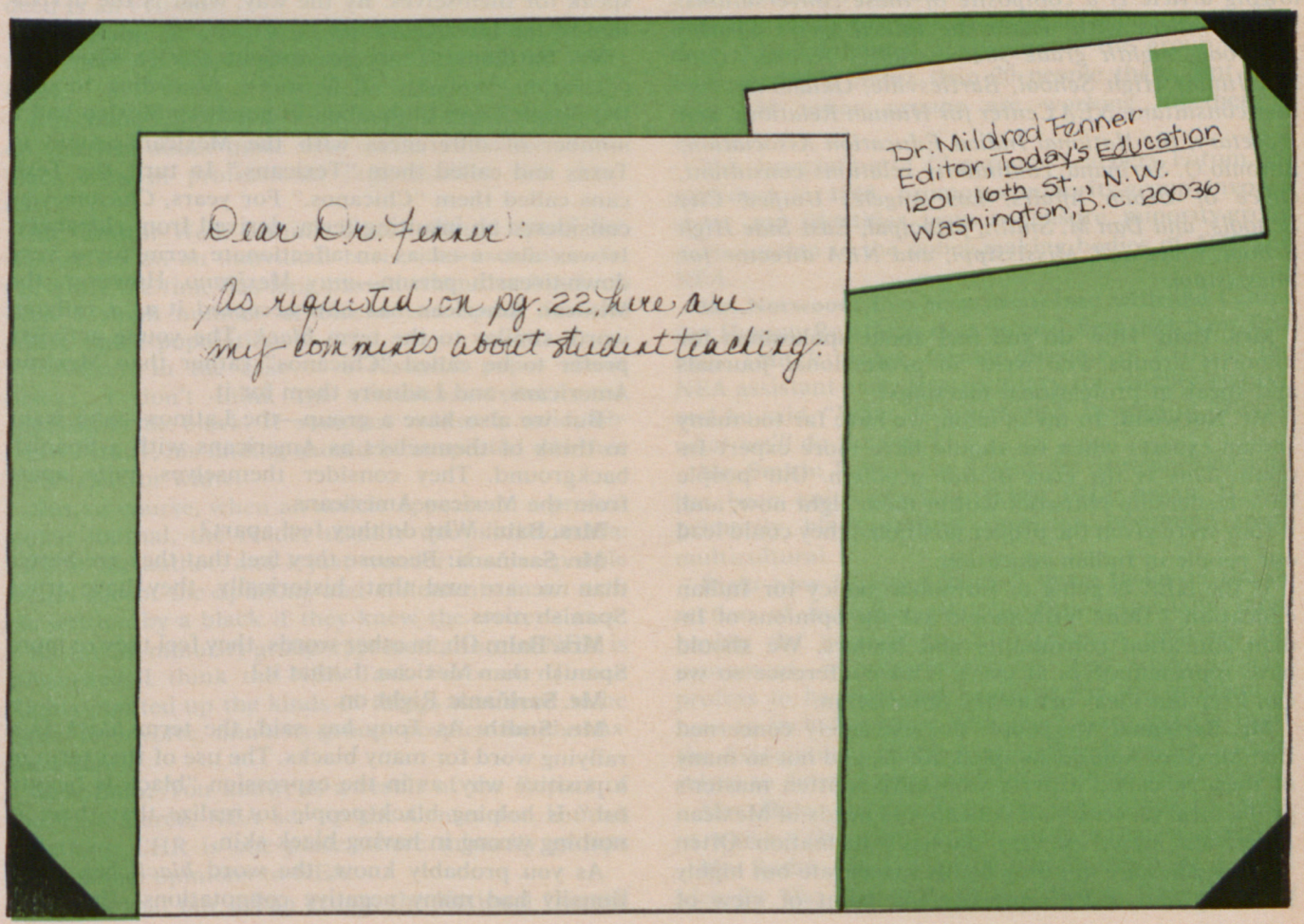
Micro-teaching is a promising technique, but the promise is as yet unfulfilled: analysis of the changes in the student teachers' behavior indicates that the changes are disappointingly small, and that they tend to wash out fairly quickly. The reason, in all probability, is that a powerful technology is being used in a mindless way; neither the techniques the student teachers practice nor their supervisors' analysis of their videotaped performance are related to any concept of education or any theories of teaching or learning. Thus, there is no structure to the micro-teaching sessions themselves, no attempt to develop a hierarchy of skills.

On the contrary, the education students are merely taught to use various teaching techniques that are not related to one another, still less to any conception of what teaching is about or any notion of which strategies are most appropriate for which teaching objectives, or with which kinds of students or subject matters.

What *is* conveyed, however, is the notion that one need not (perhaps should not) teach any differently to a small class than to a large one, since students learning to teach conventionally sized classes do their initial practicing with classes of four. Indeed, part of the stated rationale for micro-teaching—the argument used to convince those who doubted that practicing before a mini-class of only four students would prepare someone for teaching in the real world—was the demonstration that teachers teach no differently to four students than to 35!

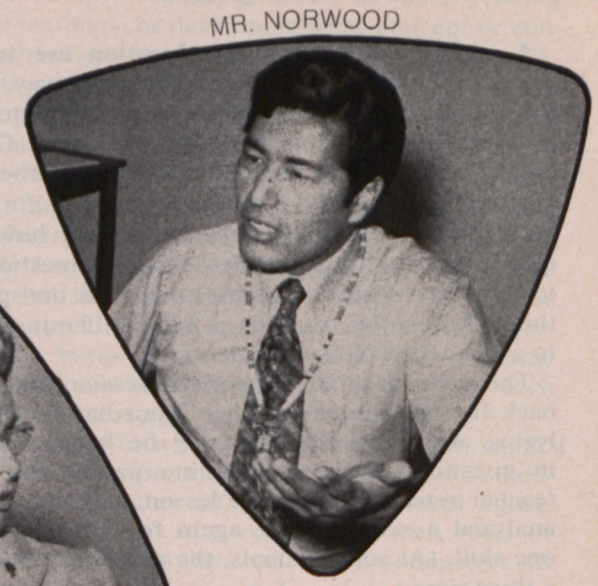
Perhaps the weakest link in the chain of practice teaching, and the one that is most difficult to correct, is the public school teacher in whose classroom the student teacher does his practice teaching. A large

(*Continued on page* 63)


Dear Dr. Fenner:
As requested on pg. 22, here are my comments about student teaching:
Dr. Mildred Fenner
Editor, Today's Education
1201 16th St., N.W.
Washington, D.C. 20036

WHAT DO YOU WANT FROM NEA?

NEA President Helen Bain leads a discussion with three members of minority groups.



Not long ago, Helen Bain had discussions with three NEA members who belong to minority groups. The following article is a composite of these conversations. The members with whom she talked were: Sparlin Norwood, eighth grade social studies teacher, Central Junior High School, Bartlesville, Oklahoma, former consultant, NEA Center for Human Relations, and secretary, the National Indian Education Association; Antonio Q. Sariñana, community relations consultant, Office of Urban Affairs, Los Angeles Unified City Schools; and Dan M. Smith, principal, East Side High School, Cleveland, Mississippi, and NEA director for Mississippi.

Mrs. Bain: How do you feel about spokesmen for minority groups who write in professional journals and speak at professional meetings?

Mr. Norwood: In my opinion, we have far too many Indian experts when we should have more expert Indians. This is the crux of our problem. Our people have leadership potential within them right now, and, if they were given the proper positions, they could lead our people in Indian education.

If the NEA is going to formulate policy for Indian education, I think NEA should ask the opinions of Indian education consultants and leaders. We should have representatives at every NEA conference so we can keep our ideas before the Association.

Mr. Sariñana: My people are extremely concerned that Mexican Americans speak for us and not so many of these so-called experts who have written master's or doctoral theses about educational needs of Mexican Americans, based on very slanted information. Often these studies are not only highly inaccurate but highly insulting and don't represent the point of view of the contemporary Mexican American community.

Mrs. Bain: In other words, you'd like Chicanos to speak for themselves. By the way, what is the derivation of the term *Chicano?*

Mr. Sariñana: There are various stories about the derivation, probably all fictitious. According to one, the people from Chihuahua in northern Mexico had a number of differences with the Mexican people in Texas and called them "Texicans." In turn, the Texicans called them "Chicanos." For years, *Chicano* was considered an insulting term, derived from chicanery. It was also used as an affectionate term for a very down-to-earth person—*muy Mexicano.* However, the Mexican American has now accepted it as a rallying word, similar to the term *black.* The young activists prefer to be called "Chicanos" rather than Mexican Americans, and I admire them for it.

But we also have a group—the Latinos—who want to think of themselves as Americans with a Spanish background. They consider themselves quite apart from the Mexican Americans.

Mrs. Bain: Why do they feel apart?

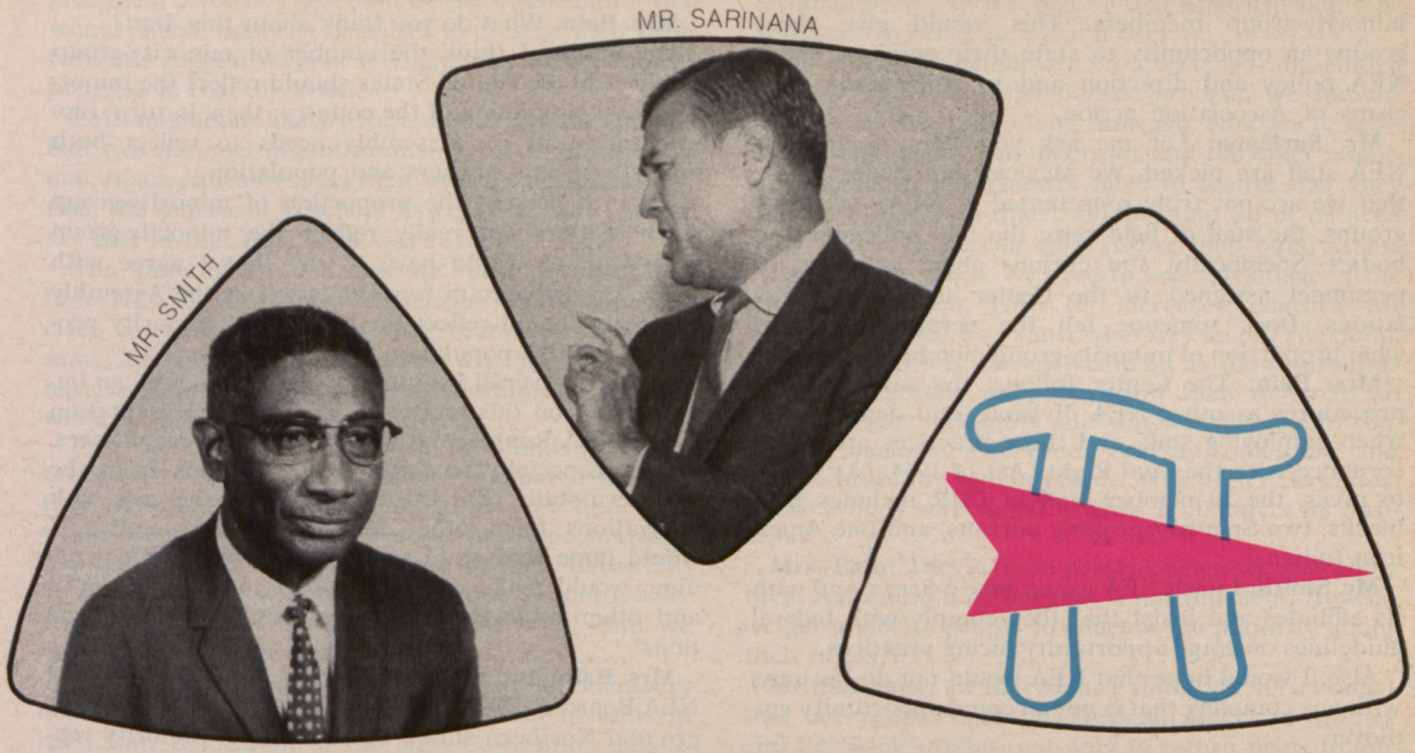
Mr. Sariñana: Because they feel that they are better than we are and that, historically, they have truer Spanish roots.

Mrs. Bain: Oh, in other words, they feel they're more Spanish than Mexican. Is that it?

Mr. Sariñana: Right on.

Mr. Smith: As Tony has said, the term *black* is a rallying word for many blacks. The use of that term in a positive way, as in the expression "black is beautiful," is helping black people to realize that there is nothing wrong in having black skin.

As you probably know, the word *black* has traditionally had many negative connotations—the black



sheep of the family is the family embarrassment, a black cat crossing one's path brings bad luck, a black deed is an evil one.

Mrs. Bain: Or a black art or a black list. It's about time that we began analyzing our use of the term *black*.

But, Dan, to get back to my original question, how do you feel about those who speak on behalf of the black man in professional organizations and journals?

Mr. Smith: Well, I think blacks should speak for themselves on an individual basis, just as whites do. Certainly the time has long passed when one black or even a small number of blacks can speak for the entire black population.

However, in the case of a research paper about blacks, I don't think the researcher-writer must necessarily be black. If someone makes a valid, objective study, his finding should be respected whether he is black or white.

But, of course, when an article appears in a professional journal, the reader usually doesn't know the race of the author, and I just wonder if some people would accept the opinions and statements in an article written by a black if they knew the writer's race.

As far as minority-group representation in NEA is concerned, I think the NEA Task Force on Human Rights pointed up the kinds of things that need to be done to involve minority-group peoples in the Association.

Mrs. Bain: You know, as a result of the Report of the Task Force, NEA set up the Center for Human Relations. CHR is one place where minority groups can channel opinions to NEA.

I think that our urban group, the National Council of Urban Education Associations [NCUEA], is another. I don't know if you're familiar with it, but we started NCUEA because we felt that the NEA was not meeting the needs of educators in urban areas. The first time I attended a meeting of the group, there were probably fewer than 20 people there. But now over 150 urban groups are working together in NCUEA.

The Association of Classroom Teachers Forum, established in 1968, promotes minority-group involvement and identifies ways to ensure minority-group participation in the policy-making bodies of ACT and NEA.

Mr. Norwood: I've been impressed with the Center for Human Relations ever since I first met Sam Ethridge [Mr. Ethridge, former director of CHR, is the NEA assistant executive secretary for teacher rights], and he said, "What do *you* want?" instead of "Here's what *we'll* do for you."

Mr. Smith: I think the Center for Human Relations has been quite effective. When CHR began, it was primarily black-oriented, but it's becoming more multicultural.

Right now I hope CHR will move faster in the direction of including all educators—especially those having the greatest need for human relations improvement—in their programs. And while I don't profess to have a ready solution for the problem of how to include people who don't want help, I think the Association and the Center should address themselves to determining ways for reaching these people.

Mrs. Bain: Do you have any suggestions for ways in which CHR might better reach minority peoples?

Mr. Smith: Well, I think that it might be a good idea for the Center to hold meetings from time to

time in different parts of the country with various minority-group members. This would give these groups an opportunity to state their opinions about NEA policy and direction and to voice their criticisms of Association action.

Mr. Sariñana: Let me ask you, Mrs. Bain, how NEA staff are picked. We Mexican Americans notice that we are not truly represented at NEA—on study groups, the staff of field reps, the real policy-making bodies. Specifically, I'm curious about selection of personnel assigned to the Center for Human Relations. Does someone tell the person in charge what proportion of minority-group members to hire?

Mrs. Bain: The Center follows the same general procedures as other NEA divisions and departments when employing staff, and these practices are in accordance with the Civil Rights Act of 1964. [As we go to press, the 20-member staff of CHR includes nine blacks, two Spanish-speaking persons, and one American Indian.]

Mr. Smith: I wish NEA would take a firm stand with its affiliates and insist that they comply with federal guidelines on equal-opportunity hiring practices.

Also, I would hope that NEA would not do business with any company that is not an equal-opportunity employer.

Mrs. Bain: NEA has been and continues to move in this direction. [At its meeting October 16-18, 1970, the NEA Board of Directors directed that the NEA notify all firms and persons with which it does business that as of January 1, 1971, no further purchases will be made from any firm that cannot demonstrate that it is an equal-opportunity employer.]

But, to get back to Tony's point about involving minority-group members in the Association's policy-making bodies, I think minority-group peoples have to work on all fronts. You have to try to influence every group. You've got to get some of your people active in state and local NEA affiliates. Then you will gain delegates to the NEA Representative Assembly.

Mr. Sariñana: In our case, we have such a small number of Mexican American teachers working in the local affiliates that our people will never be fairly represented if that is the route we must take. Instead, I think representation should be based on the number of Mexican Americans in the U.S. population. We've got approximately 15 million people in this country.

Mrs. Bain: Would you agree, Sparlin? Or do you think representation should be based on the percentage of the teachers who are Mexican American or black or American Indian?

Mr. Norwood: If representation were based on the percentage of Indian teachers, we would have almost no representation. We have many people who teach Indians, but very few Indian American teachers.

I would be reluctant to start working out a percentage basis for the number of Assembly delegates who must be minority-group members. However, we do need more Indians at any meeting of educators. Two-thirds of our Indian children are in public schools, and so we need more representation from the people who teach those children in the public schools —whether they're white, black, or brown.

Mrs. Bain: What do you think about this, Dan?

Mr. Smith: I think the number of minority-group teachers in the United States should reflect the minority-group population of the country; then, in turn, representation in the Assembly needs to reflect both minority group teachers and population.

Since at present the proportion of minority-group teachers does not really reflect the minority-group population, I would have to say that I agree with Tony. Minority-group representation in the Assembly currently should reflect the number of minority peoples in the U.S. population.

However, overall I think there has been quite an improvement on this matter of minority representation in the NEA Representative Assembly in recent years. This is especially true for the delegations from the Southern states. But this is not always the case with delegations from other sections of the country. I would hope that state associations, with NEA prodding, would make a greater effort to include blacks and other minority-group members in their delegations.

Mrs. Bain: And this brings me to the question of our NEA Board of Directors. There are several large Western and Northern states which have no minority representatives on the Board.

Mr. Smith: That's true. The NEA has helped black educators in the South in this matter in recent years, and I think black educators in these other states you refer to are looking to NEA for some assistance in gaining representation on the Board of Directors.

Mrs. Bain: Now that NEA has taken care of dual associations in the South, I think the Association is in a position to address itself very seriously and vigorously to the question of minority participation in *all* state associations.

Mr. Smith: Fine. But, at the same time, I wouldn't want anyone to get the idea that we don't still have problems in the South. For example, some black teachers are relegated to inferior positions when school systems are integrated, and they appreciate what NEA has done to help them retain their positions during the desegregation process. We will continue to need help from NEA.

Mrs. Bain: And NEA plans to continue to help.

Mr. Sariñana: Neither the NEA nor the California Teachers Association has done an adequate job of providing the Mexican American teacher with services or of getting him involved in decision making. Neither has the American Federation of Teachers.

Many of my close friends who are professionals have told me: "You're wasting your time trying to get us involved in professional organizations. Our problems are unique, and they don't do anything for us."

Mrs. Bain: We think the Center for Human Relations provides an effective means for the NEA to involve its members in seeking solutions to social problems. When it was first set up in 1968, CHR had a limited budget, but this coming year we will come closer to financing it adequately. The purpose of the Center is definitely to work with minority groups, to

give them a voice. This could be the organization that would enable minority caucuses to present their problems and suggest ways of solving them. We are making progress in that direction.

Let's talk about history for a minute. At one time we had two national organizations—a black and a white one. Black educators had their own national organization, the American Teachers Association, and I would say that at that time NEA was rural and white.

You know how much time we spent debating Con-Con [NEA Constitutional Convention] at the San Francisco convention last year. For years, we spent the same amount of time debating whether we should have a resolution favoring integration of schools, whether to merge our associations.

That was the struggle then. So the stands that NEA takes today are extremely liberal compared to what they were maybe 10 years ago. In fact, you find some whites saying, "Heavens! Where is that Representative Assembly going?" And others are saying, "Great. It's finally becoming a contemporary representative assembly." We know we've come a little way and we want to move on realistically and do more.

My personal feeling is that minority-group members ought to be guaranteed a certain number of seats in each state delegation to the NEA Convention and to Con-Con. In other words, if you have X number of teachers in California who are Mexican Americans, then that percentage of Mexican Americans ought to be delegates to the NEA Convention and to Con-Con.

In another vein, I was pleased when the Representative Assembly passed the resolution [C-4] with the bussing provision last summer. I had been talking about bussing prior to the San Francisco convention; now I have a resolution to back me up.

Mr. Norwood: I could throw a wet blanket on the arguments in favor of bussing. Indian students have been bussed for years and most of them attend segregated schools.

Do you know why the Indians are in the segregated schools? Because white people know that the quality of education in those Bureau [Bureau of Indian Affairs] schools is substandard, and they're not about to send their kids to those schools.

Mrs. Bain: One of my concerns is that I feel the American Indians are not pushing for themselves as much as I wish they would.

Mr. Sariñana: Well, they've been so completely destroyed. This is one of the things that people don't understand.

This is true of my people, too. Our language has never been fully accepted by this country. We have been asked to forget our culture and become Americanized. We have been made to feel that being Mexican is wrong, that speaking Spanish is wrong. We cannot and will not fit into the white, middle-class, Middle West concept of "American."

Mr. Norwood: We Indians have spent all our time and energy talking with each other and now we want to talk to the people who make the decisions. We want to let NEA know how much we are concerned with the education of our children and how NEA can help us. Indian people do not believe that America should be destroyed in order to make it over.

The American people are on a certain train, guided by a Constitution, a democratic process. We Indians jumped on the train a long time ago. Now we're moving through history on this train, and the other minority peoples in this country have to realize that they also have to get on that train and that all of us need to go as far as we can on it rather than build a new train or a new track. We need to take advantage of the present situation, with its increased concern for minority peoples, and show what we can do. The dominant white society merely has to let us show our stuff!

There's nothing more beautiful than to go to an NEA Delegate Assembly and watch 7,000 people conducting business. Everybody can say something, and this includes my Indian people. Why aren't they present in a body such as NEA when it conducts its business?

Mrs. Bain: They will be present when we guarantee them representation, but that is not sufficient. How do we get minority people to educate the majority about their needs?

Mr. Sariñana: In that vein, I think it's very crucial that our people fight for Mexican American studies and for black studies, not only to return pride to our groups, but to help the white child gain a more well-rounded education.

When white people get a little bit up tight about our fight for Mexican American studies, I remind them that when their great-great-grandfathers came over on the *Mayflower*, our great-great-grandfathers welcomed them.

Mrs. Bain: Sparlin made that point not long ago, when he and George Fischer [former NEA president] and I were attending a meeting. George remarked that while he was playing in his grandfather's woods as a child some Indians had taught him how to shoot a bow and arrow. At that point in the story, Sparlin kidded, "I would remind Mr. Fischer that those woods really belonged to *my* grandfather."

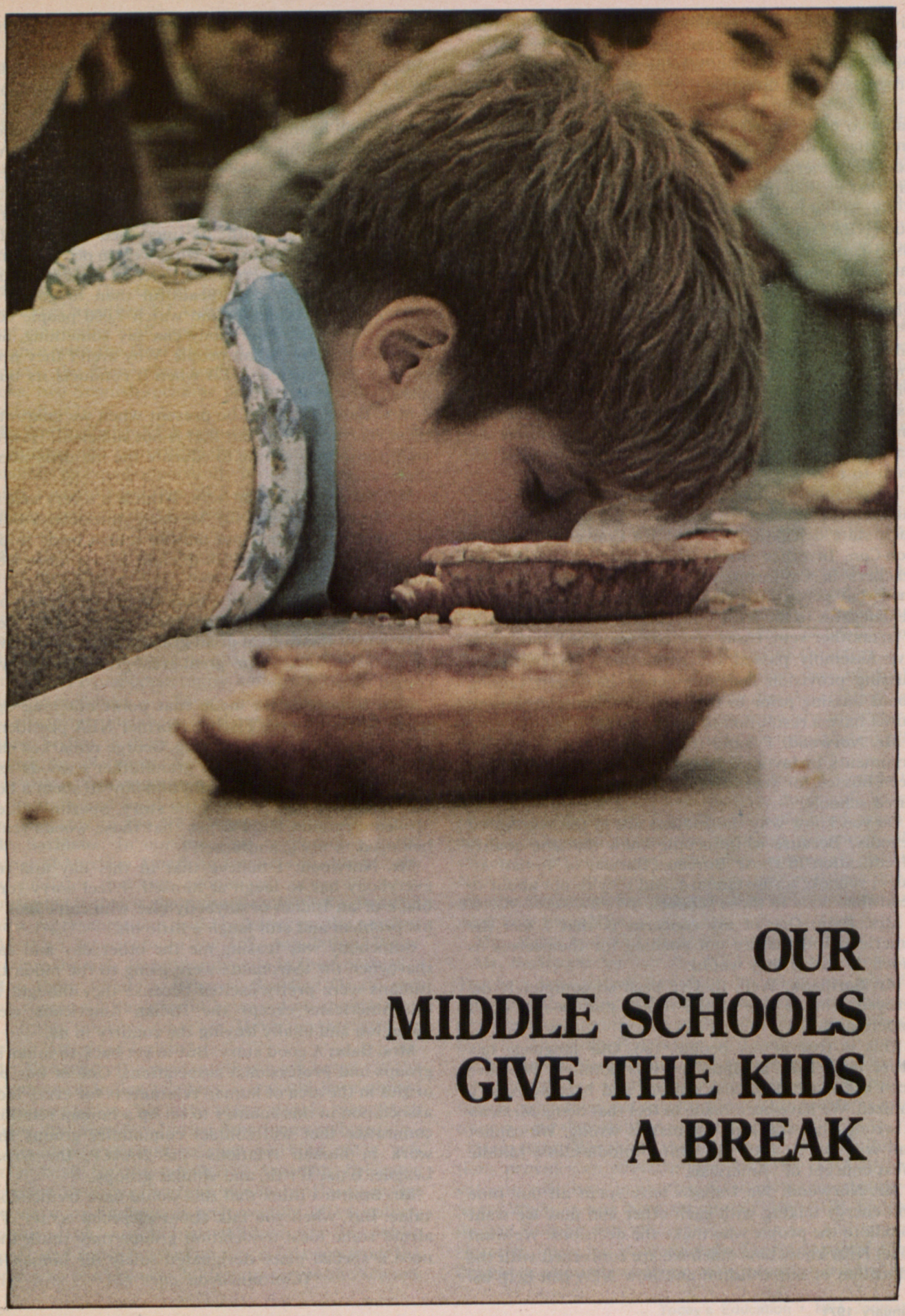
Mr. Norwood: I believe that in this day and age everybody has to laugh at himself. I feel sorry for a black or an Indian or anybody else who can't look at his problem and still laugh a little bit.

Somebody was teasing me the other day and said that when the astronauts were going to the moon the Indians were pretty excited because they thought all the Americans except the Indian Americans were going too and finally leaving the country to us.

Mrs. Bain: A good story. But to get back to minority groups and professional associations. One of our priorities in the area of human relations is for every local association in this country to set up a human relations committee that will contact community groups that work in human relations—the NAACP, the Urban League, B'nai B'rith, and similar groups.

Mr. Smith: I think that this would have tremendous value. But, when you talk about a special center, I'm afraid some local association groups may think they need a special place designated solely for human re-

(*Continued on page* 68)



OUR MIDDLE SCHOOLS GIVE THE KIDS A BREAK

JAMES DI VIRGILIO, *supervisor of middle schools, Howard County, Maryland.*

□ **"How about a game of Ping-Pong, Mr. Girod?" challenged an enthusiastic** eighth grader.

"You're on," smiled the principal as he served the first ball. The boy maneuvered a fancy return, which his opponent missed. "Say, you really put all kinds of English on that ball! How do you do in English class?"

Clarksville Middle School, one of six in Howard County, Maryland, features table tennis and a host of other activities every school day in its three 40-minute activity periods—one each for its sixth, seventh, and eighth graders. Since the periods are scheduled in the middle of the day, they provide a break in the schedule of classes and an opportunity for pupils and staff to kick up their heels. These periods also give members of the school community a chance to interact outside of the classroom—an opportunity they might not otherwise have as a group, because all but three of Clarksville's 550 pupils are bussed to and from school.

During their scheduled activity period, pupils meet in the gym and select the activity they wish to participate in for that period. On a typical day when the weather is good, two teams of boys play touch football on the school field while other groups shoot baskets on the blacktop. A collection of girls bound up and down the gym court in a spirited game of basketball, and table tennis players volley for the serve on the gym stage. Various youngsters study or read in the library; some girls knit or crochet; and groups of boys and girls match their wits at chess, checkers, Life, Monopoly, or other table games. Others join in Girl Talk or Boy Talk—group sessions in which groups of girls or groups of boys may discuss school or personal problems with a teacher or simply talk with a friend. (Typically, middle schoolers segregate themselves by sex.)

The entire Clarksville school population and staff have an opportunity to get involved in the program, and, depending on the interests of teachers, administrators, and pupils, the activities vary from period to period and day to day.

The program has several drawbacks.

- Bad weather eliminates outside activities and cuts into the sports offerings, which are so popular with the boys.
- Since pupils select an interest daily, the groups fluctuate in size and can cause overflows in some areas.
- As pupils move from the gym to their interest area, noise in the halls sometimes disturbs classes in session.
- Depending on the range of activities, too much time may be taken

up at the beginning of the period to set up the programs.

However, the Clarksville program has definite advantages: It builds better relations between the school staff and the pupils, develops school pride, and allows preadolescents to socialize in activities that are appropriate for their level of maturity and sophistication. And these important pluses also hold true for the interest-area and social programs in the County's other five middle schools.

Middle school educators in Howard County are committed to developing a school environment that is healthy for the preadolescent, not only for his academic life but for his social life as well. In the latter area, they are attempting to set up programs that are unique for middle schoolers instead of being carbon copies of high school programs.

As a result, Howard County middle schools do not sponsor interscholastic sports events and the marching bands and cheerleaders that usually go along with them. However, all six schools have intramural sports programs that run during school time or directly before or after school hours, and all have large instrumental music groups that perform for their own school and for an occasional PTA meeting.

None of the schools sponsor night activities for pupils, and most fathers and mothers of middle school youngsters are glad that they don't. They concur with Howard County teachers and administrators that these children are too young to be traveling about at night. They also believe that the school should not add to the tremendous social pressures these children are already under by encouraging attendance at social activities suitable for older age groups.

The County has an Activity Fund, which provides $1.50 per pupil to finance a cocurricular program. This year, Clarksville is spending its money on chess sets, knitting and crocheting equipment, and other items needed for its activity program. The other middle schools are using their funds to support programs appropriate for their school communities.

Located in the new city of Columbia, Wilde Lake Middle School, the newest in the County with about 700 students, has a social program unique for its setting. Many of the pupils walk or ride bikes to school. The city's Columbia Association Recreation Department runs programs three afternoons a week, featuring games, dances, and other types of recreation suitable for preadolescents. In addition, each neighborhood in Columbia has a swimming pool. (Only one is an indoor pool, but it is located in the center of town, within walking or bike riding distance of many pupils' homes.)

Wilde Lake is an open space school in which pupils are much freer to move from academic project to academic project and to socialize with one another than are pupils in the County's more traditional middle schools. Activities, such as making posters, producing plays, and working on handicrafts, are usually an integral part of the regular curricular program.

As a result, Wilde Lake's cocurricular program is not as structured as those in the other middle schools. It has no scheduled activity period, and, while clubs (which meet after school or during school time) may form from time to time, they are informal and disband when members no longer have an interest in them.

Three or four times a year, Wilde Lake's student council sponsors informal dancing after school. Everyone is welcome, and several hundred usually attend. Many are curious and merely watch, but an ample number really go to dance.

The pupils and staff of Ellicott City Middle School (situated in a former high school built in 1939) have developed a different social program—one that fits the needs and interests of this school community. Their specialty is an afternoon social—an adolescent's delight, with a pie-eating contest, a bubble gum bout, dancing, and a student-faculty sports event.

Each year the staff surveys the student body (about 630 pupils this year, almost all of whom are bussed to school) to determine what they want featured in the social. After the results are in, the faculty plans the activities with help from the youngsters.

Held several times a year in good weather, these socials highlight the school year. Middle schoolers move from activity to activity as they please. Everyone is encouraged to get into the act, but no one is forced to take part.

At a typical Ellicott City social, the faculty eleven (including the vice principal and the custodian) vie with the student team in a game of touch football under the careful eyes of youthful spectators who are convinced that the adults will win but nevertheless hope that their team will carry the day.

Meanwhile, bowlers line up in the gym for a crack at the pins; movie buffs watch a flick; contestants overwork their jaws in the bubble gum contest beneath a sign that reads "Gum Free to Contestants Only"; the hungry buy snow cones and cupcakes at the Student Council sale; loners browse or read in the library; and game enthusiasts pore over checkers, chess, or Scrabble. As soon as the pie-eating contest is announced, scores cheer for their favorite—one of the three students or three faculty members whose faces are submerged in coconut custard.

The activities vary from social to social and from year to year. Last year, a variety show was the hit of these events; this year, the students didn't even request a show. Sometimes a faculty member or a student will initiate a popular idea. For example, the veteran teacher who organizes the bubble gum bouts has a reputation as being dead set against gum chewing in her class. She says she started the contest to demonstrate to her pupils that "there's an appropriate time and place for everything."

Our other three middle schools have variations of these programs, with unique aspects suitable for their school community. All six continue to try to build an academic and social environment that is stimulating and healthy for the preadolescent. □

NEA's Concerns in the New Congress

□ **During the next few weeks the newly elected 92nd** Congress will assemble, organize itself into working committees, and map out the broad outlines of its legislative activity for the session ahead. Because bills enacted by the previous Congress are not carried over, the new Congress starts with a clean slate.

One advantage of this "clean slate" system is that the new Congress is not saddled with all the political burdens and commitments of the old. It has an opportunity to take a fresh look at the nation's problems, with valuable input from its new members, new proposals from the Executive Branch, and insights gleaned from dialogue with voters during the recent election campaign.

The new Congress will, of course, face many issues that plagued its predecessors: war in Southeast Asia; student unrest; demands of minority groups; drug abuse; crime in the streets; pollution of the environment; inflation; unemployment; and dissatisfaction with the quality of public education.

As teachers, we know that none of the great issues of our time can be resolved without the active participation of an enlightened citizenry. We know, too, that in today's society teachers can and must play a key leadership role in politics—from identification of issues to the election of candidates pledged to try solutions which we propose.

What can the teaching profession contribute to the formulation of public policy by the 92nd Congress?

- First, educators must convince elected officials that good education is good politics—that the investment of time, talent, and treasure in education is the soundest investment our society can make. This will require direct contact with individual Congressmen and Senators by informed and dedicated teachers—working individually and through their state and local associations.
- Second, educators must take positive stands on the great issues, propose workable solutions, and press for their implementation. As members of the largest single professional group in the nation, we must pool our intellectual and financial resources so effectively that politicians will have to listen.

The springboard for our dialogue with the 92nd Congress will be the strong action program outlined in resolutions adopted by the 1970 NEA Representative Assembly. The task of interpreting these resolutions and shaping a specific federal legislative program is being done now by the NEA Legislative Commission, in consultation with the leadership of the Association and its affiliated organizations.

This program will focus primarily on the needs of the schools, reflecting the belief of the teaching profession that the health of any modern industrial and urbanized society depends heavily on the educational opportunities available to its people.

It is already clear that the NEA legislative program will deal primarily with economic questions. Our schools are faced with chronic money problems which will not be solved until the federal government assumes approximately one-third of their operating costs. The political climate in the new Congress will determine whether we launch a drive for massive general federal aid to education or support a feasible revenue-sharing plan.

We will have to convince Congress of the continuing need for adequate appropriations to implement existing federal programs: Assistance for improving the education of the disadvantaged, the handicapped, and the academically talented; funds for teaching materials and teacher training; grants for development of innovative teaching methods; and programs to improve offerings in vocational education.

In addition, we must convince Congress of the need for strong federal support of early childhood education programs and extension and expansion of federal assistance to higher education.

As spokesman and advocate for more than one million teachers, NEA will continue to press for passage of a professional negotiation statute guaranteeing the right of teacher organizations to confer, consult, and negotiate with boards of education over the terms and conditions of professional service and other matters of mutual concern. This legislation would provide a mechanism for settlement of legitimate grievances which, when unsettled, lead to teacher walkouts. Early enactment and full implementation of this statute will help establish and maintain a working environment which will attract and keep a highly qualified professional staff and serve the best interests of the nation's schoolchildren.

Crucial to the attainment of these and other legislative objectives in the years ahead is the creation of a cabinet-level U.S. Department of Education, as called for in NEA Resolution C-25. This resolution reflects the Association's belief that education is severely handicapped by having its needs, purposes, and goals fragmented at the national level and its voice muted by officials with multiple concerns and responsibilities. We believe that departmental status for education will promote more efficient use of human and financial resources at the federal level and permit the President and the Congress to oversee more effectively the discharge of the federal government's responsibilities in education.

—NEA Office of Government Relations and Citizenship.

BEGINNER'S LUCK

GEORGE QUINN, *counselor, Bad Kreuznach (West Germany) American High School.*

□ **"This is one hell of a way to start off, Martin!** First day on the job and you're *fifteen minutes* late!" The exasperated principal aimed his verbal blows at the rookie teacher standing before him.

"Why, they've probably torn the room apart by now. Every teacher was here by eight o'clock, except the one who needed to be here most. I don't even have time now to show you where the room is and get those kids quieted down."

Taking a deep breath, the principal continued. "Mr. Martin, I am going to be frank. You have been assigned the ungraded class. In case you don't know what that is, it's composed of students who are socially unacceptable. The boys are fourteen- and fifteen-year-old outcasts, wise guys, malcontents, troublemakers—you name it.

"Your most difficult problems may be with the comparatively bright boys who are too active to cope with a curriculum that many so-called 'experts' consider stagnant. Anyway, all these students, and I use that term sarcastically, will remain in your classroom all day except for their lunch and gym periods.

"They're permitted one trip to the lavatory in the morning, none in the afternoon. Lavatory expeditions are to be no longer than four minutes, and the trips must be solo flights—for

obvious reasons. If the boys get out of the room at any other time during the day, you, young man, will be entirely responsible for any subsequent damage!"

Then, in the most powerful voice soft-spoken Henry Martin had ever had the misfortune to hear, the principal concluded, "Now, get out that door and up the teacher's staircase to the second floor! Room 208 will be right in front of you when you open the door."

The young man lost no time vacating the principal's office, walking to the teacher's staircase as quickly as his pride would permit. Jerking open the heavy metal door, he took the narrow, winding stairs three at a time as visions of being forced to eat shavings from the pencil sharpener or of being tossed out a second-story window danced across his mind.

By now, his heart was beating with such a frightening intensity that he was almost unaware of how wobbly his legs had become. "This is only a normal reaction for a guy who has just broken the world's stair-climbing record," he rationalized.

Gathering up his courage, he strode through the doorway of Room 208, determined to look each student in the eye—to show them who's boss. But at the first sight of his class, Martin's legs betrayed him. He could go no further; his worst expectations were coming to pass. A motley crew of long-haired, pimply-faced, hostile boys were gathered at the front of the room.

Martin's mouth felt dry, his tongue was like rubber. Perspiration covered his brow.

What a sight! The boys had shoved the teacher's desk against the front wall. On top of the desk was the teacher's chair, and on top of that was a boy—all six feet, 180 pounds of him. The boy's classmates cheered him on as he pulled at an eraser jammed in the vent located near the ceiling.

Martin was so frightened by the scene and its ominous warning of what the future held that he could neither move nor speak. There was nothing he could say that would make them stop and return to their seats. Even if there were, Martin realized he couldn't trust his voice with the message. He just stood in the doorway transfixed by what he saw.

Then, an average sized boy began tugging at the boots of the boy perched atop the chair. The new teacher had been spotted. In a moment, all the boys turned menacing looks toward the doorway, their glances full of hatred. For several excruciating seconds, all eyes were fixed on the brand-new, paralyzed teacher who couldn't muster the courage to do a thing except to look unblinkingly at the teen-agers' deadly stare.

Several wordless seconds passed. And then the six footer's menacing glare turned to a sheepish grin. He climbed down from his perch and walked back to his desk; the others following him. Overturned chairs were righted. Each student sat down with eyes front, like soldiers grateful to their conqueror for being allowed to maintain their dignity.

Martin was amazed. He could do nothing but stare at his now orderly charges. However, his palpitations returned as the boys rose from their desks at a word from their young leader. Martin's fright was short-lived, however, as the boys slid *his* desk back into position and placed *his* chair beneath it. Almost as quickly as they had gotten up, they were back in their seats, silent and motionless.

Martin's astonishment was abating now, and his mind was working again. "What happened?" he asked himself. And then a logical explanation caught up with his question. "The principal must be standing behind me," he reasoned. "How foolish and weak I am. And I'm supposed to be a teacher. Why, I can't even control a class without a principal backing me up."

Martin waited for the principal's iron lungs to issue a command, but after an eternity of silent seconds had passed, Martin turned to face his fate. "No sense in prolonging the agony," he thought, looking behind him.

No one was there. Nobody. No principal. No feared teacher. Just himself. H e n r y M a r t i n. He and he alone must be the reason for all being quiet on the ungraded front.

The young man's mind raced at a jubilant pace. "The silence! It was the silence! Not the principal. Not me. Just that pressure-laden silence and my stage fright gaping. That's what did it!"

Realizing he'd been given a break, Martin was determined to use it. This unexpected bit of good luck must not be wasted. No longer was he a weak-kneed, saliva-less mess. Now he was Mr. Martin, teacher in charge, in person, and don't you forget it.

"They believe I stared them down!" Martin thought, confidence surging through his body.

Once again he assumed his stoic stance before this unpleasant looking crew of undesirables whom he hoped would be well led . . . by a loving man. He threw the six-footer a withering glance—just for the pure joy of it. The boy hustled to the front of the room, pulled out the teacher's chair, dusted it with a crumpled handkerchief, and zipped back to his seat.

"Have I ever got their number!" Martin thought.

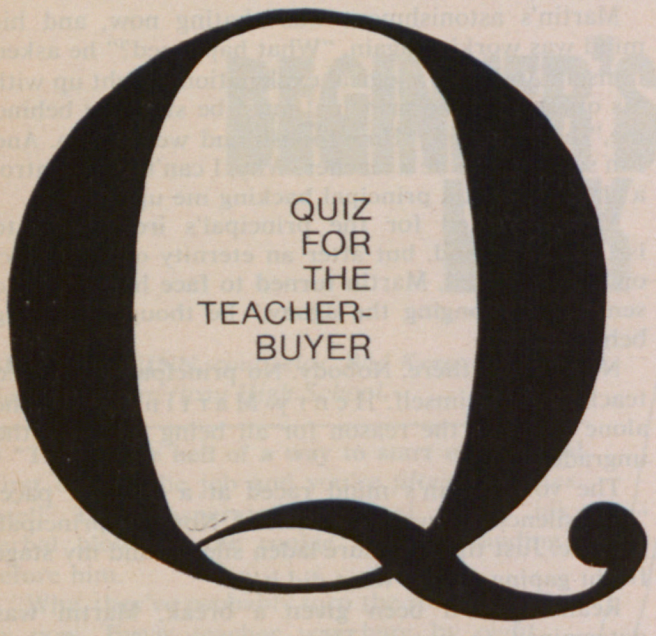
Exuding confidence and poise, and restrained power, the erstwhile chicken strode manfully to the front of *his* desk, turned with stern countenance and visually confronted what he hoped would be his future friends—friends whose relationship with their teacher would be based on mutual respect and affection.

For what must have seemed an eternity, the teacher looked each boy dead in the eye before he uttered a sound. When he did speak, his voice was clear and precise, with just a hint of warmth.

"Good morning, gentlemen," he said. "My name is Mr. Martin." □

This story was a prizewinner in the TODAY'S EDUCATION-READER'S DIGEST 1970 Teachers' Writing Competition.

◆ *In February, the NEA Publications-Sales Section will make available a new publication*—Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning—*based on stories from* TODAY'S EDUCATION: NEA JOURNAL, *among other sources. Watch for further details.*



□ **Selection of appropriate instructional materials** from the vast array available has become a very important job. Increasing prices, particularly if coupled with a decreasing budget, make it necessary that time spent in selection be used wisely and productively.

All over the country, educators are seeking the most sensible and expeditious ways to arrive at really good decisions about the purchase of instructional materials.

We at the Educational Products Information Exchange (EPIE) Institute, which was formed to help educators reach these decisions, have developed a set of what we consider to be characteristics of good selection practices. If you are interested in seeing how many of these "selection principles" you agree with, mark whether you agree or disagree with each of the following statements:

1. The best way to obtain useful and appropriate educational materials is to ask an experienced teacher to select them. A D
2. One should select materials with sufficient scope to be used with all the students for which the materials are designed. A D
3. In the present school economy, it is the responsibility of the school administrator to see that his school buys the piece of equipment with the lowest price tag. A D
4. Published guides, testing reports, reviews, and other such information make it unnecessary to examine materials before buying them. A D
5. A really good textbook or tape or film is adaptable to any good teacher's pedagogical style or instructional goals. A D
6. It is generally safe to select a "best seller." A D
7. Selectors should know school board policy and course content so thoroughly that there is no need to make formal statements of selection criteria. A D
8. Elaborate attempts at a systematic evaluation of the success of materials selection would be no more fruitful than a simple inquiry among the teachers as to whether the materials suit them. A D
9. Except when one is dealing with exceptional children, trial use of materials in classrooms adds little to other available information about materials. A D
10. Good teacher training prepares one adequately for the task of selecting instructional materials. A D
11. No one is better prepared to advise on the content and purpose of an instructional item than the representative of the company that makes it. A D
12. Selectors should be given easily summarized rating forms on which to record their judgments instead of being asked to write out all their comments. A D
13. Good relationships with representatives of highly regarded publishers, producers, and manufacturers ensure that all important educational materials will come to a school's attention. A D
14. Responsibility for helping with the selection of instructional materials is included in the teacher's job description. A D
15. Because schools vary so, it is important that each school review all available materials from its own point of view. A D

We at EPIE would have to disagree with all of the preceding statements, though many of them contain

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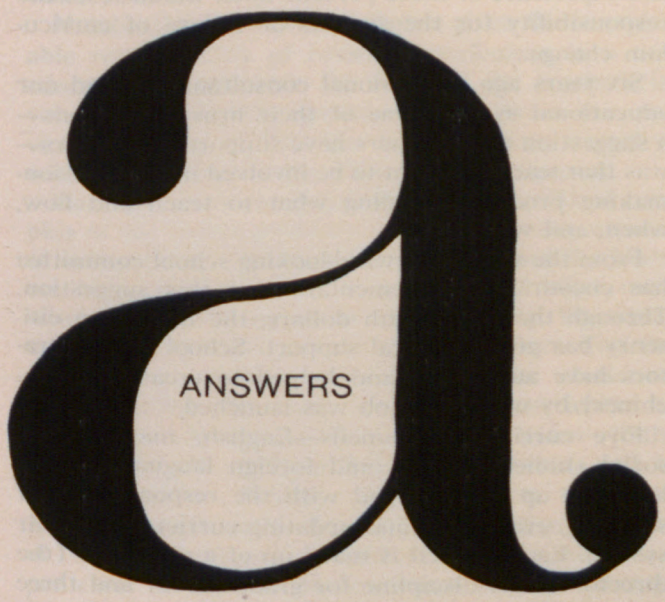
The Educational Products Information Exchange (EPIE) Institute, New York, New York, is a nonprofit membership organization that disseminates to its members information that it collects and synthesizes on the performance characteristics and other factors affecting suitability and usefulness of instructional materials, equipment, and systems. The following divisions, departments, national affiliates, and associated organizations of the NEA are on EPIE's national advisory board: American Association of School Administrators, American Association of School Librarians, Association of Classroom Teachers, Association for Educational Communications and Technology, American Industrial Arts Association, Association for Supervision and Curriculum Development, Educational Technology Division, National Art Education Association, National Association of Secondary School Principals, National Council for the Social Studies, National Council of Teachers of Mathematics, National Science Teachers Association.

This article was adapted from a pamphlet prepared by Betty Braxton Preston, director of Cooperative Relations and Special Projects for the EPIE Institute. The pamphlet, "What Kind of Selector Am I?" introduces EPIE's new series (Selection and Evaluation Tools, or SET) of interest papers on problems and techniques related to the selection of instructional resources. Applications for membership, orders for SET, and inquiries about the Institute should be addressed to the EPIE Institute, 386 Park Avenue South, New York 10016.

elements of truth. Here is our reasoning, statement by statement:

1. We think that the selection job should be shared and that opinions of students, parents, and administrators should be added to those of teachers—several teachers, not just one. A conscientious, experienced teacher may try to compensate for his conscious biases



in selecting materials, but he can do nothing about his unconscious biases and he cannot be sure that he is representing any point of view but his own.

2. Teachers and students vary considerably; therefore, different teachers will feel the need for different supplemetary materials—either for the whole class or for individual students—even if every similar class uses the same textbook (as often happens by administrative decree).

3. The lowest initial cost does not mean the least expensive machine. Several factors are much more pertinent to the real cost of a piece of equipment than initial cost. We at EPIE think the following pertinent factors may be frequently overlooked: (a) danger, to persons and to software, (b) waste of teacher time because "expensive" convenience features are missing or suitable software from commercial sources is not available, (c) need for (and often unavailability of) special training for teachers who will use the equipment, (d) need for additional, specially trained personnel to operate or maintain the equipment, (e) frequency, cost, and difficulties (inaccessible motor, unavailable parts, etc.) of maintenance, (f) cost of supplies and software.

4. Buying sight unseen is not likely to be good use of school funds. Published guides, testing reports, reviews, and other such aids are highly unlikely to tell you *all* about an item, although they can help you sift through many items to discover those that you might wish to examine.

5. Though widely believed, this statement is untrue. A text that encourages student exploration will be of little use to a teacher who wishes to direct student activity very carefully. The talented science student will not find much in a film that explains photosynthesis very well indeed to secretarial students. Purpose and style play an important part in the success or failure of an instructional item.

6. Popularity is largely irrelevant to the success of an instructional product. The "more than 500,000" students using a "best seller" are almost surely using the material with varying degrees of success, and your students may be just like those who are finding it unsatisfactory!

7. A systematic statement of criteria, cooperatively developed, is a very useful tool—one that usually results in more thorough evaluation of each item under consideration than would otherwise occur.

8. Frankly, we cannot be sure how an "elaborate attempt at a systematic evaluation of the success of materials selection" would turn out because, unfortunately, we have not yet seen one tried. But we take exception to just a "simple inquiry among the teachers." We suggest the advisability of finding out whether materials suit students and parents and administrators, too. And we suspect that a systematic evaluation would make for real improvement in selection and therefore in teaching and learning.

9. Certain kinds of selection information are most easily obtained by actual trial—student reactions, for example. Also, faults that are invisible during "armchair analysis" may come to light in trials—as may unexpected excellences.

10. We have no evidence that teacher training institutions are giving any attention at all to the job of selecting materials. Until they do so, in-service training is required in the general principles and mechanics of selection.

11. Even if no one is better prepared, there are others who are just as well prepared and who are more likely to be objective. Curriculum consultants who spend their time investigating curriculums and materials to implement them are available for consultation in more and more locations.

12. Good rating forms can greatly facilitate the selection process, but they cannot substitute for individual expression of opinion about materials.

13. Relationships like this may be helpful, but a complete listing of all available materials for a given purpose may keep you from missing good items made by small companies with small sales forces.

14. Nowadays "helping with the selection of instructional materials" is too often something teachers are expected to do in their spare time and perhaps at some expense to themselves. It should be an activity for which the school makes arrangements, seeing that the selector's classroom is covered and that his expenses are paid.

15. Of course, each individual school must make the final selection, but the selection process will be much less burdensome if groups of schools share the time-consuming job of reviewing materials in the light of generally applicable criteria. □

In Winchester, Massachusetts, teachers are involved not only in curriculum development but also in

HELPING SPEND SCHOOL DOLLARS WISELY

DONALD J. STANGEL, *mathematics teacher, Lynch Junior High School, Winchester, Massachusetts.*

□ **Curriculum development and innovation has be**come the province of the classroom teacher in Winchester, Massachusetts. How this came about is based on a simple theory: It's foolish to waste the knowledge and experience of those persons upon whom rests the responsibility for the success or failure of curriculum change.

Six years ago professional consultants studied our educational system. One of their firm suggestions—a suggestion that teachers have supported for years—was that teachers ought to be involved in the decision-making process regarding what to teach and how, when, and with what.

From the start, a forward-looking school committee has encouraged implementation of this suggestion. Through them, and with dollars, the tax-paying citizenry has given its vital support. School administrators have authorized and helped to create the machinery by which the job was launched.

Five curriculum councils—English, mathematics, social studies, science, and foreign languages—have been set up and charged with the responsibility of studying, evaluating, and updating curriculum in our system. Each council is made up of a chairman (the director of his discipline for grades K-12) and three other teachers, one for the junior high schools, another for the intermediate grades (4-6), and a third for the primary grades (K-3). Since foreign languages are offered only at the junior and senior high school levels, that council has only three members.

The demands of council work have been such that members spend two days a month on it throughout the school year. (Substitute teachers are provided for their classes.) During the summer, four additional weeks are devoted to council work. Payment of council members follows a schedule contained in the regular teacher contract negotiated by the Winchester Education Association—an affiliate of the state organization and of the NEA—which played a strong role in negotiating the compensation and periods of working time for the councils. The experience has put WEA into a leading position with regard to continued improvement of our curriculum. When the administration initiates a new study in any area or accepts a recommendation for such a study, it looks to the WEA for the teachers who will do the work.

To facilitate communication between the teachers and the respective councils, liaison persons have been selected, one for each discipline, in each of our 12 schools. The assistant superintendent for curriculum and instruction supervises the councils, establishes priorities, and acts as liaison between the councils with the administration, the school committee, and the parents of Winchester children.

Winchester is now building a new senior high school that will provide many opportunities for individualized instruction, using all educational media. To prepare the staff for this challenge, three summer ses-

sions, called Learning Labs, have been held. Small groups of paid volunteer students attended classes daily to develop techniques and materials for the new school. Council chairmen and some council members served as head teachers in these programs, and out of them have come many of the improvements in technique being forwarded through the councils to other schools.

Membership on a council that is given the considerable responsibility of revising curriculum is a new educational experience for most of the teachers involved. Probably the greatest change from our previous teaching is that we must concern ourselves with education over the whole 13-year sequence.

Our experience has shown that the educational complex of the world produces an overwhelming amount of materials for the classroom teacher and the learners he is helping. How to spend your dollar most wisely becomes a matter of careful sifting. You study a multitude of texts and visuals and devices. You and your fellow teachers experiment in the classroom when possible. You visit a school system where an innovation is being used. And always you listen—to the experts, to the children and their parents, and to other teachers. Finally, decisions must be made. Should a single series of texts be adopted over a span of two or three levels? Should the idea of a single text per class be replaced by learning a concept through whatever works best for this class and this teacher? Should we strive for more individualized learning? And, what does all this imply in capital outlay?

The councils arrive at their conclusions in several ways. Generally they seek the opinion and agreement of the teachers of their discipline. Sometimes, as leaders of curriculum development, they present a plan in complete form to the faculty concerned. Frequent meetings with the assistant superintendent for curriculum and instruction keep the administration fully informed of the direction in which the councils are moving. At the same time, the thinking of the administration is brought to the council members' attention. Administrative approval is required, of course; and in the case of a good plan, it comes quickly. When a curriculum change involves a great deal of money or when a program is especially controversial or basic, the go-ahead signal comes less quickly.

Since inaugurating this project, the councils have developed worthwhile programs. Some examples:

For the elementary grades, the English council has developed programs in handwriting, spelling, composition, and linguistics (grades 3-8). It inaugurated a composition-conference program at the junior and senior high levels. Currently it is experimenting with two programs: "Teaching Small Group Discussion Skills," and "An Unconventional Approach to English for Students Who Are Frustrated by School."

The social studies council produced a series of resource kits keyed to the theme, "The Family and Community, in Winchester, in America, and Around the World," for grades 2-4. The kits circulate through the nine elementary schools, remaining in each for five to eight weeks. At the summer Learning Labs, the council has progressed in developing small-group, student-directed activities, using multimedia materials for secondary schools. The topics studied, "The American Revolution" and "Urban Problems," are intended for use in a two-year American studies course.

The foreign languages council has concentrated not on creating new materials, but rather on helping teachers use more effectively the commercial materials now available. Because of closer coordination between the two junior high schools and the senior high school, new 7-12 and 9-12 French sequences are being introduced. A new course of study for 7-10 French expresses its aims in terms of behavioral goals. End-of-year tests, based on the goals, have been created, evaluated, and revised. Last summer, the Learning Lab offered French, using multi-activity learning techniques and small-group instruction.

The science council has devoted itself mainly to establishing process-centered science throughout our schools using a systems analysis approach and emphasizing the importance of continuous reform, in-service training, and evaluation.

Until this year the main thrust of the mathematics council was on the elementary and intermediate grades. The council prepared a detailed scope and sequence chart, K-7, and, keyed to it, an individual pupil Cumulative Progress Record that accompanies the student from grade to grade. Short single-concept mastery tests for each concept in the scope and sequence permit the teacher to record, by color code, a student's progress through our program. Thus, we concentrate our attention on individual rather than group progress. The council also prepared end-of-year tests for these levels and devised a course in data processing for the senior high school. In addition, last summer's Learning Lab, in which segments of geometry were studied by the multi-activity approach, made a beginning on individualized mathematics study for grade 9 general students.

Each council has recommended numerous curriculum revisions, and many have been accepted. The principals of the various schools have implemented the approved changes.

But the larger picture of what has been happening is not always easy to see. This is especially true for new teachers joining our system. In-service courses, with increment credit, are being offered to train teachers in the new studies. Council members now conduct a course that examines the entire curriculum.

It is fair to ask, "Where does Winchester go from here?" When you are talking curriculum development, goals are elusive. Nothing is static about educating for today's and tomorrow's world. Advances in learning and in techniques of teaching and in projecting the needs of children now in school come so fast that the answer is, "We just keep going from here." □

For information about an international clearinghouse for information on the education market, write to Educational Facilities Corporation, 625 N. Michigan Avenue, Chicago 60611.

Our High School Reading Center

ELIZABETH ELMORE, *teacher consultant to teachers of learning-disabilities classes, Athens (Ohio) County and City Schools.*

□ **When Dennis came into the Reading Center, I was** mildly surprised to see him because he was a senior honor student. He explained that he had come because he was concerned about the high scores he would need on his college entrance exams in order to enroll in the university of his choice. He was especially apprehensive about the vocabulary section of the exams, because he was aware of his weaknesses in that area.

Susan, an attractive junior, had enrolled in the Center because although she had never had any significant difficulties with her subjects in school, she found it necessary to spend more and more hours of study in order to maintain her high grade average. She suspected that a large part of her trouble stemmed from poor study habits.

To Eddie, another Center enrollee, school had been a constant struggle for survival as long as he could remember. He was consistently at the bottom of his class in almost every subject that required any appreciable amount of reading—and almost all of his freshman subjects did. Finally, after discussing his problem with an understanding counselor, he came to the Center.

Matt was virtually a nonreader who had remained afloat in his classes through memorization and sheer determination. All his regular teachers did what they could for him without much success, so he came to the Center expecting little.

Harry, one of the top students in the high school, turned to the Center for help because he was engaged in a very demanding Quest Project that required an enormous amount of reading.

The Reading Center at Athens High School offers instructional assistance that meets the individual needs and develops the individual abilities of each student in the program. Students voluntarily enroll in the Center as they feel the need to improve their study habits or to increase their reading speed and/or comprehension. Many are referred by concerned teachers and counselors who realize that reading disabilities are primary causes of student underachievement, failure, and unacceptable behavior and that these may eventually cause a student to drop out of school.

More and more, students who enroll in the program seek tutorial help in their subject matter courses rather than in reading instruction itself. This phase of the program has been especially gratifying. Not only do the students substantially raise the level of their classwork, but they also improve their reading skills. As students work on their subject matter courses, they learn about study skills, context clues, key words, and other reading skills essential to mastering any academic subject.

Most of the materials used in the Center are coordinated with classroom assignments. The close cooperation that exists between the Center and the other departments in the school has been the principal reason for the success of this phase of the program.

From the start, those responsible for planning the program realized that it would have to be entirely voluntary and would require flexible scheduling. Fortunately, the modular system used at Athens High School proved ideal for our purposes.

Our school day is divided into 15-minute modules or "mods." Each student has some unscheduled mods, which he can fill by scheduling himself into special areas of interest, such as reading. He can enroll in a reading course that lasts six weeks or an entire semester, depending on the type of assistance he needs and his rate of progress.

I devote most of my time to those students enrolled in the program who are in need of correctional or remedial work. I generally schedule no more than five of them at a time in order to provide the one-to-one instruction that is essential to their success. While I have only a few truly remedial cases, I achieve some of the most rewarding results working with them. For example, one student who was virtually a nonreader when he came to the Center is now handling sixth grade reading material successfully.

On a typical day at the Center, a visitor might see some students at a listening station, others reading their next day's lesson in English literature while listening to it simultaneously over earphones, and an aide tutoring a small group of young people in social studies. In study carrels that line two walls of the Center, he would see students working individually on such things as comprehension, reading rate, and listening.

After I have met with each of them individually to diagnose problems and to prescribe a course of study, students maintain their own records and consult with me only when they experience some particular difficulty.

It is inspirational to watch high school students doing their own thing and doing it successfully. And that happens every day in our Reading Center. □

OPINIONS DIFFER ON THE REPORT OF THE PRESIDENT'S COMMISSION ON

CAMPUS UNREST

The following material is excerpted from various parts of the Report, which, following its issuance on September 26, 1970, has received wide coverage and has generated much discussion.

□ **Race, the war, and the defects of the modern university** have contributed to the development of campus unrest, have given it specific focus, and continue to lend it a special intensity. But they are neither the only nor even the most important causes of campus unrest.

Of far greater moment have been the advance of American society into the postindustrial era, the increasing affluence of most Americans, and the expansion and intergenerational evolution of liberal idealism. Together, these have prompted the formation of a new youth culture that defines itself through a passionate attachment to principle and an opposition to the larger society. At the center of this culture is a romantic celebration of human life, of the unencumbered individual, of the senses, and of nature. It rejects what it sees to be the operational ideals of American society: materialism, competition, rationalism, technology, consumerism, and militarism. This emerging culture is the deeper cause of student protest against war, racial injustice, and the abuses of the multiversity.

During the past decade, this youth culture developed rapidly. It has become ever more distinct and has acquired an almost religious fervor through a process of advancing personal commitment. This process has been spurred by the emergence of opposition to the youth culture and particularly to its demonstrations of political protest. As such opposition became manifest—and occasionally violently manifest—participants in the youth culture felt challenged, and their commitment to that culture, and to political protest, grew stronger and bolder. Over time, more and more students have moved in the direction of an ever deeper and more inclusive sense of opposition to the larger society. As their alienation became more profound, their willingness to use violence increased.

We urge governments at all levels to increase the options available to young people—to encourage work and service and internship opportunities—so that those who do not want to attend college will not feel forced to do so.

We recommend massive financial aid for black colleges and universities, increased aid for higher education generally, and expanded programs of student financial aid, particularly for those from low-income families.

But the most important aspect of the overall effort to prevent further campus disorder—indeed, the most important of all the Commission's recommendations—rests with the President. As the leader of all Americans, only the President can offer the compassionate, reconciling moral leadership that can bring the country together again. Only the President has the platform and prestige to urge all Americans, at once, to step back from the battlelines into which they are

forming. Only the President, by example and by instruction, can effectively calm the rhetoric of both public officials and protesters whose words in the past have too often helped further divide the country, rather than reunite it.

The Responsibilities of University Members

The manifestations of the current campus crisis include conflicts both within and between the various constituencies of the university: some students have turned against other students; faculties have been divided; and, especially in times of crisis, college presidents have too often found themselves unsupported by their faculties or by the trustees and regents to whom they are responsible. Differences of opinion on university matters are inevitable and desirable, but in the current situation these differences are so deep and often so irresponsibly expressed that the survival of higher education itself is threatened. It is therefore essential that everyone involved in American higher education accept greater responsibility for the well-being and revitalization of the university.

We have addressed recommendations to various parts of the university community in Chapter 4. But members of the university have responsibilities even when there is no disorder on the campus. Meeting these responsibilities should make disorder less likely.

Elliot L. Richardson, *Secretary of Health, Education, and Welfare, in an address before the National Association of State Universities and Land Grant Colleges, Washington, D.C., November 11, 1970.*

□ At the same time we confront a range of problems which might be called the challenge of reform. Many have commented on this challenge, but none has done so as eloquently or with such public attention as the Scranton Commission. The conclusions and suggestions of the Commission have received my closest scrutiny and will continue to be reviewed at the highest levels of government. Needless to say, the recommendations are also directed to you, and I commend them to your attention.

The Commission reports that universities have lost their sense of mission, partly as a consequence of sheer size, partly as a result of involvement in activities peripheral to the central functions of teaching and research. It also comments on extraordinary shifts in student attitudes and values and on the desperate need for new styles of teaching and learning to meet the range of students who now seek higher education. In brief, an educational format appropriate for an elite may not be appropriate for a country in which over 50 percent of our youth are now enrolling in college.

The Students' Responsibility

Students in particular have too often failed to accept responsibility for the well-being and integrity of their universities. Herd-like generational solidarity has prevented some students from acting in support of the very values of peace, justice, and freedom in whose name they frequently speak.

We believe that:

- As members of an academic community, students must deal with controversial issues in a reasonable, civil, and tolerant manner. They should not refrain from criticisms or from expressions of their views. But their criticisms should reflect knowledge of the facts and comprehension of the complexities of the issues. Their expressions should be designed to persuade, not to offend.
- Students must recognize that the university's central missions are teaching and research. They have the right and obligation to demand excellent academic programs, but those students who are not prepared to participate seriously in these programs should leave the university.
- Students should not underestimate, as they have tended to in recent years, their great actual effectiveness in changing American society. They have played a major role in many historic developments of the 1960's: the movement for civil rights, the growing opposition to the war in Indochina, and the movement for university reform.
- Students should not expect their own views—even when held with great moral intensity—automatically and immediately to determine national policy. Their rhetorical commitment to democracy must be matched by an awareness of the crucial role of majority rule in a democratic society, and by an equal commitment to the techniques of persuasion within the political process.

Role of Faculty Members

Faculty members, both as members of the academic community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom.

Recent events have cast doubt on this assumption. In some campus disturbances, some faculty members have acted improperly, irresponsibly, and even illegally. Too little self-regulation by faculty members has often resulted in reduction of academic freedom. The irresponsible political actions of some faculty members have infringed upon the rights of others and prompted regents, trustees, and politicians to take actions that limit academic freedom generally.

We therefore recommend that faculty members assume much greater responsibility for self-regulation and for the welfare of their university community in the following ways:

- Many faculty members know very little about the operation of their universities. They should inform themselves about the principles, mechanisms, and con-

straints that are involved in decision making, rather than simply demand dramatic changes without demonstrating how they can be achieved.

• Faculty committees should be established to evaluate and guide the teaching performance of faculty members.

• Limitations on the outside service commitments of faculty members should be made explicit and should be enforced by faculty committees.

• Faculty members, if they engage in political activities, have an obligation to make it clear that they act as individuals, not as representatives of their institutions.

• Faculty members should always insist that students and colleagues exhibit an awareness of the full complexities of controversial issues.

Administrators as Leaders

Administrators are in the business of being leaders. Since an academic community is not a battleship, academic leadership is a subtle as well as demanding task. No dean or president can lay a claim to real leadership unless his voice is the authentic voice of the entire institution. To be an effective academic leader, the administrator must grasp the realities of his institution: its traditions, its strengths, its weaknesses, and, above all, the aspirations and interests of its people.

We believe that:

• Because faculties are often wedded to the status quo, university administrators must provide much of the leadership for reform.

• Administrators, principally the president, must bear most of the burden of defending the university against attacks from the outside and of articulating the university's needs and purposes to the public.

• Above all, the administrator must keep open every possible channel of talk with students. He must have an open mind, for much that students say is valuable; he must have a cryptographer's mind, for much that they say comes in code words and postures; he must have an honest mind, for the worst crime in dealing with the young is to lie to them; he must have a tough mind, for he will frequently, for reasons either invisible or simply unintelligible to his hearers, have to say "No." Above all he must have a compassionate spirit—for youth is neither a disease nor a crime, though to its elders it may be one of the world's major puzzles.

Trustees in Critical Position

Trustees occupy a critical position between their institutions and alumni, politicians, and the public. This position is especially difficult and important today, when public anxiety threatens the integrity of the university, and when the convictions of university members often run counter to those of many members of the general public. We believe that:

• Trustees have a particular responsibility to interpret and explain their institution to the larger society. They should attempt to inform the public about the institution's values, goals, complexities, and changes. They should defend academic freedom and the right of students, teachers, and guest speakers to espouse unpopular views. They should attempt to help the public understand the underlying causes of student unrest, and to prevent punitive or counterproductive public policies toward higher education.

• Trustees have an equally important responsibility to assure that their university maintains its central commitments to teaching, to research, and to the preservation of academic freedom against internal erosion. Specifically, this means discouraging excessive service commitments by the university, resisting internal politicization of the university, supporting academic reform, and encouraging improvement in university governance.

• To be effective in these difficult roles, trustees must be familiar with the institution they oversee and with the concerns of its constituents. They should read campus publications and be in contact with students, faculty members, and administrators. Those unable to find time for these activities will be unable to perform their role well.

Vice President Spiro T. Agnew, *speaking in Sioux Falls, South Dakota, September 29, 1970.*

□ Assuredly, there is a great deal within [the Report] with which everyone can agree. First and foremost, it takes an unequivocal stand against violence. Second, much of the historical analysis makes a contribution to an understanding of the decades-long roots of the present unrest.

But in the indiscriminate fashion in which it diffuses and dilutes responsibility, in the total unfairness of the most widely publicized recommendation, in the thinly veiled rationalizations for student disruption, the Report comes out, in its overall impression, imprecise, contradictory, and equivocal. It is sure to be taken as more pablum for the permissivists.

Suggestions for Alumni

Alumni have their own distinctive responsibilities to the institutions at which they were educated:

• Alumni should refrain from hasty judgments on complex university problems and should avoid stereotyping entire groups because of the actions of a few of their members.

• Alumni should support improvements of American higher education. They should not insist that universities remain changeless, or be surprised if their institutions are not the same as they were when the alumni were students.

• Constructive criticism and sustained financial support from alumni are essential to the vitality of American colleges and universities. Many of the nation's universities and colleges are in an unprecedented financial squeeze. Disagreement with specific university policies or actions should not lead alumni to withdraw their general support from higher education.

Some Reforms Feasible

Obviously, not all recommended reforms can be undertaken at once. We believe, however, that some reforms involving the regulation of outside service commitments, changes in governance, and new emphases in academic programs, can be achieved at relatively little cost.

Moreover, if the universities and colleges can demonstrate a restored sense of purpose and willingness to reform, aid from both private and public sources will become more plentiful. For although Americans have begun to question the authority of those running universities and colleges, they have not yet abandoned their commitment to higher education itself. To the extent that American universities and colleges can be true to their basic missions, to the extent that they can be a progressive force in the future as they have been in the past, and to the extent that they can create a community whose members respect the moral authority of its leaders, campus unrest may become less a threat—and more an opportunity—for the nation. We are hopeful that students, alumni, and the public at large will recognize anew the importance of the university and will foster rather than oppose its reform.

Alexander Heard, *chancellor, Vanderbilt University, in an address before the National Press Club, Washington, D.C., on September 11, 1970—15 days before the issuance of the Scranton Report. From May 8 through July 23 of 1970, Dr. Heard was the President's special adviser on campus thought.*

□ The spirit in which dissent is received often determines the spirit in which dissent is expressed. The response on a campus to expressed opinion, whether the opinion is of affirmation or dissent, and whether expressed by speech or demonstration or however, conditions the character and range of subsequent expressions of view. Skill and good judgment can contribute crucially to maintaining conditions of civility and peace—on the campus as well as in the streets.

Dissent Permissible

Because there seems to be so much confusion on this point, we cannot emphasize too strongly that dissent and orderly protest on campus are permissible and desirable. American students are American citizens, and a campus—frequently even the campus of a private university—is essentially a public place. Court after court has declared that for most universities the area of permissible expression on campus is at least as broad as that protected by the First Amendment. As the courts have defined free speech, it includes such activities as marching, carrying placards, and passing out handbills. It also includes discourse which is not reasonable or calm or polite.

Revolutionary slogans shouted by hundreds of students doubtless are offensive to many people, but so long as they do not incite a crowd to riot, the offense is not a legal one.

Throwing a picket line around an ROTC building may make some students uncomfortable or even deter them from entering the building, but as long as the deterrence is psychological and not physical, the picketers have every right to march.

Greeting with boos and catcalls the arrival of a prominent citizen on campus may exasperate him and his friends, but no law protects a citizen from exasperation—though it emphatically does protect his right to speak and his listeners' right to hear him.

This is not to say that foul, mindless, or hysterical language and gestures are any more desirable on the campus than elsewhere. Indeed, they are more reprehensible, for civil and rational discourse is the lifeblood of the university; thoughtless and intolerant rhetoric is its poison. Members of the academic community therefore have a special obligation to frame their protest in civil terms and to listen tolerantly to the views of others. But this is largely an intellectual and social obligation. Except at the extremes it cannot constitutionally be compelled by law or regulation.

Organize for Crisis

We recommend that every institution have, as part of its administrative structure, a group that will be responsible for keeping the administration aware of developing campus issues, rumors, and activities that require reply or action; for drawing up plans to deal with disruption; and for putting those plans into effect when necessary.

Naturally the size of such a group will vary with the size of the university, and its composition with the university's organizational structure. The head of the group, if it is not the university president, should be a high administrative official who possesses the confidence and many of the powers of the president. The team might also include: an administrator responsible for keeping abreast of campus issues and grievances and for making timely reply to charges without basis in fact, the officials who supervise the campus police force and maintain liaison between the university and outside law enforcement authorities, and the persons responsible for initiating proceedings before the campus disciplinary body and in state civil and criminal courts.

The team should consult formally with designated representatives of the university's major constituencies. Institutional arrangements for this must be made in advance; the middle of a crisis is not the time to summon a constitutional convention, hold a mass meeting, or conduct a plebiscite.

The administration should also make physical provision for the functioning of the university during disorder. Confidential files and sensitive areas, such as telephone switchboards and computation centers, can often be made more secure.

Proper contingency planning makes possible a variety of responses to disorder. Without planning, options narrow quickly to capitulation or the use of force.

Define Limits

A university should decide and announce in advance what conduct it will not permit on the campus and what measures it is willing to employ in response to such conduct.

We recommend that universities make well known their willingness to file criminal charges in appropriate cases, and their intention to cooperate actively with public officials in their prosecution. Students know that serious felonies are prohibited on the campus as elsewhere, but they are often unaware of the broad range of state laws that apply to campus disturbances. Some are under the mistaken impression that the university campus is a sanctuary from most of the laws of civil society. Where this ignorance is widespread, resort to the courts and the use of police carry the risk of sparking further protest and disruption. We agree with the National Commission on the Causes and Prevention of Violence that members of the university community "cannot argue that of all Americans they are uniquely beyond the reach of the law."

The university's internal disciplinary code should define clearly the limits of lawful protest activity. People must be informed of the university's rules so that they can conduct themselves accordingly; they should be held legally accountable only for conduct that they had reason to know was prohibited. The absence of clear, enforceable, and enforced rules of conduct can produce confusion and turmoil. Further disorder can result from the unexpected imposition of sanctions.

The university administration, equally, needs rules to guide its response to campus situations. For example, the line between orderly protest and disorder is often thin; disorders have frequently begun as entirely peaceful events. The university must protect its members' rights to engage in the full range of legitimate protest activities, but it must also be prepared to respond rapidly when the line is crossed. Clear regulations will help prevent inappropriate or premature responses.

The current disciplinary codes of many universities are inadequate. Some are inconsistent with the university's commitment to the principles of free expression. Others are vague or overbroad: instead of informing students what they may not do, the codes merely proscribe "conduct unbecoming a student." The code should include, among other things, simple

Resolution on the Scranton Commission Report, *November 2, 1970; joint session of the advisory boards of three NEA units: National Faculty Association of Community and Junior Colleges, the National Society of Professors, and the National Association of College and University Administrators.*

□ The higher education advisory boards of the National Education Association recognize that we live in a period of never-equalled turmoil on the American campus marked by alienation, violence, and an atmosphere of mistrust which threatens to pollute academic life.

It is in such a period that we commend President Nixon for appointing the President's Commission on Campus Unrest, under the direction of former Governor Scranton.

We welcome the results of that Commission's work.

The Scranton Commission's Report, far from being a call for campus repression or a defense of mindless anarchy, is a level-headed, tough-minded analysis of campus unrest. It presents no panaceas. But it does suggest sensible programs upon which men of good-will can agree and cooperate.

We welcome the results of the Commission's study as an antidote to that philosophy which blames the ills of America on "permissive" administrators, "subversive" faculties, and "radical" students.

We welcome the Commission's rejection of that theory, just as we place ourselves squarely behind the Commission's resolute condemnation of student violence. We certainly do not agree with anarchy and nihilism on campus. The burning of buildings, bombing of facilities, and senseless disruptions have no place in the community. We feel that the law must be unequivocally enforced and those who would initiate violence must be prevented from doing so.

It is quite possible that we do not agree with every single recommendation or bit of analysis in the Scranton Commission Report. That is neither here nor there.

What is important is that the Commission's Report, on the whole, is a sensible program for dealing with campus unrest by dealing with the root causes of that unrest. Its proposals are fair, tough, and unyielding against violence but tempered with a real and warm understanding of a new generation that has so much to offer American life.

The members of the Scranton Commission, being men and women of reason and good-will have identified the real issues. Being citizens of courage, they have spoken out. They deserve our praise.

We want to commend the President for recognizing the need for such an effort, and we offer our active cooperation to implement the recommendations of that Report and to restore the campus to its proper role in American life.

and precise regulations governing the time, place, and manner of permissible mass assemblies and demonstrations.

We recommend that every college or university that has not recently done so reexamine its internal rules of conduct with a view toward making them consonant with principles of free speech and due process, as well as more explicit in defining what the university considers to be impermissible conduct.

In this reexamination and reform of a university's disciplinary regulations, the opinions of all segments of the university should be sought. The justification for such openness goes far beyond the need to establish "credibility." Different parts of the university community have different values and interests which can be reconciled in a code of discipline only if all factions have the opportunity to be heard. The extent of direct participation of university members in these processes will vary from one institution to another, and will in any event depend on their good faith and willingness to work for the common good of the university. We emphasize that the university cannot allow itself to be paralyzed by the failure of all segments of the university to agree on a disciplinary code. Agreement is desirable, but even in its absence there must be a code.

Preplan with Police

The police cannot prepare to deal with campus disorder without extensive consultation and joint planning with the university itself. In most cases, the relations between university officials and the police do not extend beyond what is needed to handle minor problems in normal times. This is not enough to meet the problems of a campus disruption. Developing a capacity to deal with disruption requires a continuing relationship between the university and the police. We recommend several measures to help achieve this.

The university and police must consult with one another at the first hint of a threatening situation. University officials generally have been reluctant to consult with the police until very late in the course of a crisis while the police have often been willing to go into action without serious consultation with university officials. This lack of coordination has made dangerous situations more dangerous and has precipitated troubles that could have been averted.

Beginning consultation when a disorder is impending is, at best, a minimal step. Consultation before a crisis threatens is far better. Police officials can help administrators and campus police officers control a disturbance with the university's internal resources before it escalates into violence. Where the assistance of outside policemen appears necessary, early consultation enables the police to respond promptly and effectively to the university's request. It gives police the opportunity to mobilize, to prepare a specific tactical plan, and to brief policemen on the roles they will play. Early consultation can familiarize campus administrators with the legal and operational constraints that govern the police response. It can give the university an opportunity to influence the shaping of police tactics. Learning the measures the police plan to use on the campus lessens surprise when those tactics are used.

But even early consultation is not enough. Public agencies and universities must develop relations of a far more regular kind. Long before the threat of a crisis, the highest officials of the university and the city or town in which it is located should arrive at some understanding about law enforcement and protest on the campus: specifically, they should agree upon the circumstances in which the police are to be called onto the campus. Until the highest authorities agree about general principles, those at the operations level cannot begin drawing up specific plans. Through good planning, university officials and the police can develop a long-range strategy for handling protest on the campus that will avoid or minimize violent confrontations.

Police Can Help Protesters

Mass meetings and demonstrations are a part of the everyday life of many campuses. Most of them do not require a police presence. A university which has promulgated clear, specific, and constitutional provisions regulating such events, and which has at its disposal a competent campus security force, should be able to manage most campus assemblies without difficulty.

The police can help protect the right of protesters to assemble peaceably, however. In advance of massive assemblies, or ones that appear to present some risk of violence, university officials should inform the police of the circumstances and seek their advice about how to prepare for them. A foolproof system of rapid communication between police, university officials, and leaders of the demonstration should be set up. Police observers at the demonstration can provide necessary advice and reduce police response time. If it is determined that officers should stand by, the police should establish a command post, organize the officers on a unit rather than an individual basis, and maintain clear lines of command. If deployed to the area of the assembly, the police should show as little strength, in either manpower or weaponry, as is consistent with maintaining order. . . .

Amnesty

Students engaged in an unlawful disruption often have demanded "amnesty" from disciplinary or criminal sanctions as a condition for ceasing their disruptive behavior. We do not state that a university should never negotiate the matter of amnesty, but we do believe that it must take very seriously the long-range implications of such a decision—especially where it means granting amnesty to leaders of a disruption or to persons chargeable with serious offenses. A university that permits the issue of discipline to become a bargaining point risks sacrificing the integrity of its internal judicial processes. Moreover, granting amnesty to one group can subject the administration to the plausible charge of discriminatory enforcement if it invokes sanctions on a subsequent occasion.

REACTIONS

TODAY'S EDUCATION *asked representative persons for short statements giving their reactions to the Report of the President's Commission on Campus Unrest. Nine responded as follows:*

I accepted your initial request to comment on the Scranton Report little realizing how difficult it would be to comply, for this landmark document is so inclusive and so important that short discussion is almost impossible. My reactions to the Report are not only those of a United States Senator charged with the Chairmanship of the Subcommittee on Education of the Committee on Labor and Public Welfare, but are also those of a parent.

As I went through the document I found myself in virtual agreement with its conclusions, almost being able to substantiate its findings from my own personal experience. Yet, while reading it, a nagging thought kept surfacing: This is true, this is real, this is important—will anybody take heed? While the Report speaks of the necessity of action from the various constituencies of higher education and government, it is in fact an eloquent appeal for a rejuvenation of moral leadership in our country.

The erosion of our youth's belief in their country and its institutions is especially evident when we think of the enthusiastic response of students when programs like the Peace Corps and VISTA were first established. There was an idealistic reaction, a desire to help others by taking part in an affirmative program. This idealism has been lost. The campuses of today reflect a certain negativism—a distrust of government, of business, and of the so-called established leaders of our society. The question facing us is what can we do to reestablish that lost faith.

Certainly we don't accomplish anything by faulting the Report in a political manner. I am writing just after an election campaign that was not characterized by an effective appeal to our nation's best instincts. In this regard, I was struck by the Scranton Report's initial recommendation.

"We urge that the President exercise his reconciling moral leadership as the first step to prevent violence and create understanding. It is imperative that the President bring us together before more lives are lost and more property destroyed and more universities disrupted.

"We recommend that the President seek to convince public officials and protesters alike that divisive and insulting rhetoric is dangerous."

I would hope that he and the Administration would now follow this recommendation.

I was disappointed, too, from the standpoint of student participation in this past election. In spite of all their fanfare and marches of last spring, students played scarcely a role. I wonder whether the reason is one of student inertia or a question of priorities in their minds or whether distrust and disillusionment is so deep that any effort to participate is thought of as wasted. I hope we have not lost a generation of creative people.

In any case, I know that I look forward to studying in depth and benefiting from the Scranton Report as we start on our responsibility to prepare and report out a Higher Education Act.

—**Senator Claiborne Pell** *(D, Rhode Island).*

Press accounts of the Report on Campus Unrest have focused so totally on points of dramatic if not sensational interest that its prime message has been lost: Namely, that if solutions to the unrest problem are to be found, we need the very best effort of responsible individuals and groups both off and on campus.

Without doubt, changes in national policies are needed on those issues of great concern to the young. But the changes are being made. We are bringing the Vietnam war to an end; we are cutting back heavily on defense spending; we are concentrating new attention on environmental problems; we are establishing new national parks and wilderness areas; we are pushing harder for decent housing trying new techniques, such as modular housing. And the national government is dedicated to the 18-year-old vote.

The Commission recognized, as did the House Education and Labor Committee last year, that while Washington can change national policy it cannot dictate an end to disorder on campus. No Washington bureaucrat or Congressional Committee can set conduct standards and enforce them on individual campuses. No central government can deal with the dynamics of the specific problems facing specific universities.

To continue to enjoy the benefits of substantially independent communities, colleges must fulfill the first responsibility of independence—effective self-government. In each case the problems differ; they call for localized solutions. Clearly, this is one area of American life where our great tradition of keeping decision-making power in local hands whenever possible should be continued.

There is much to do. It is fatuous to waste our precious time arguing over who must do the most and who must do it first. Responsibilities must be met everywhere and be met now if the academic community's full energies are to be harnessed for positive activity.

—**Congressman Marvin L. Esch,** *(R, Michigan); member, House Education and Labor Committee.*

When I have read carping criticisms of the report of the President's Commission on Campus Unrest, I have asked myself, "What in heaven's name did these people expect from the Commission? Are they disappointed because there was not more name calling, because there was not more blame fixing and faultfinding?"

To me, the Scranton Report was a highly responsible and responsive document. It was responsive to the charge that was given to the Commission: to identify the principal causes of campus violence, to suggest ways to protect academic freedom and the right to dissent, and to propose practical steps to minimize dangers that come with dissent.

It was particularly uncompromising in its distinction between violence, on the one hand, and protest and dissent on the other; and uncompromising in its views on how each of those should be dealt with.

Because the language of the Commission's Report was conspicuously free of the hostile tone that has so often characterized discussions of campus disturbances—a tone that in itself is inflammatory and divisive—its findings may seem too undramatic as a response to a problem that has been so full of drama. But, that very calmness of voice is one of the Report's great virtues.

The people to whom it is addressed should be thoughtful enough to accept its words at their face value and to act on them without the extra trappings of bombast and political rhetoric. I am confident that the responsible ones among our national and local leaders will so receive it.

—**Louis B. Lundborg,** *Los Angeles, chairman of the board, Bank of America.*

There are some excellent recommendations in the Report of the Commission on Campus Unrest. Particularly noteworthy is Chapter 4 in which the Commission elaborates in greater detail proposals I submitted to it in my testimony last July. On other matters the Commission speaks in an uncertain and ambiguous voice as if it were trying to please different groups whose points of view are incompatible with each other.

The basic fault of the Report lies in its confused and confusing philosophy of education. This is reflected in its specific conclusions. On the one hand, it urges the government, headed by the President, "to champion everyone's right to dissent nonviolently." Excellent! It then calls on the President to prevent campus disorder by offering "reconciling moral leadership . . . to reunite" both the country and the university. Absurd! If dissent is to be encouraged, it naturally will and should express itself in disagreement with the President's leadership and policies. In the nature of the case, basic political issues are moral issues, too.

Neither the country nor the universities needs a father figure—secular or sacred. The Commission has somewhat confused the role of a President with that of a Pope. In a free society students and faculties must always be free to criticize the political leadership of the nation.

What should unite the campus is not the moral authority of a leader, no matter how charismatic, but a commitment to the rationale of free inquiry and to the institutional practices that support it; not loyalty to any political figure, but fidelity to the principles of academic freedom and to the measures necessary to protect it against the barbarians from without and, especially today, from the barbarians within.

Why should President Nixon be expected to play a role with respect to the university different from that of Abraham Lincoln or Woodrow Wilson, both of them great leaders and persons of intellectual distinction but who polarized the country in their time? When the Commission calls its petition for Presidential leadership on campus "the most important" of all its recommendations, it convicts itself of glaring failure to understand the nature of the democratic process, the function of a free university, and the proper order of educational priorities today.

—**Sidney Hook,** *professor of philosophy, New York University.*

Our society is confronted with a crisis. That crisis is the continued alienation and frustration of youth. The nation has attempted to come to grips with this problem in a number of ways, the latest of which is through the Scranton Commission.

The Commission Report lays the blame at the feet of all groups concerned—universities, government, and students. It has made a series of rational and well thought out recommendations for all groups to listen to and act on.

It is my impression that the basic intent of the Report is to get the various dissident elements to listen to one another and to act in a cooperative manner for reform. Students are willing to do this by working in the system (e.g., the McCarthy campaign), but have been continually turned off by its lack of receptivity to and ability to move on new ideas and issues.

Students are loudly and concisely expressing concerns over war, poverty, racism, inadequate educational systems, and the general lack of caring about people as individuals shown by our society. These concerns do not relate well to the priorities of an Administration that seems only concerned with self-maintenance and preservation of the status quo.

The student community in our nation, and many sensitive, concerned nonstudents, are advocating a basic shift in our priorities away from things to people, hate to love, war to peace, and inequality to equality. All we are asking is a voice in determining the direction and decisions that will affect us in the future.

The Report makes a set of powerful recommendations for all levels to be open, sensitive, and receptive, and to exercise joint initiative in coping with the alienation and frustration of those people who are turned off to the system. I hope the recommendations and directives of the Report will be actively incorporated; if not, the joint initiative then becomes a matter of confrontation, something we have already had too much of in colleges and universities.

Students have vocally expressed their concerns and are ready to work toward making ideals become real. Time will tell if society can or cannot face the same issues and deal with them in a cooperative manner.

—**Mel Hilgenberg,** *president, Student NEA.*

The Scranton Commission urged the President to provide moral leadership for the country in a real ef-

(*Continued on page* 64)

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights. This month, we also present a high school student's reaction to the incident.*

When I returned to my last-period class after an absence of a few minutes, I hoped to find all 20 of my students working. But I was a new teacher so I didn't know what to expect.

The moment I opened the door, I smelled smoke. Controlling an impulse to panic, I quickly discovered the source of the smoky odor—charred papers in the wastebasket. My first thought was to ignore the incident; however, lighting a fire in a classroom had such potential danger that I couldn't overlook it. I tried to find out what had happened, but when the bell rang I still had no idea.

After a sleepless night, I had a solution the next morning. As a first step, I asked the principal if he would come to my classroom just before school was dismissed. He agreed, even though I didn't tell him my plan.

When the last period finally arrived, I told the students, "You're to remain in your seats after class. Before you leave today, we'll know who set the fire."

The principal arrived on schedule and after a proper interval I said to the class, "Since you won't tell me who started the fire yesterday, I'm going to call each student by name. As a name is called, if you agree by nodding your heads that this person had nothing to do with the fire, he may leave. I will continue to call names, and it will be up to you not to let the guilty person walk out. The last student left in the room will take all the blame—*guilty or not!*"

I called the first name—that of a quiet girl who wouldn't think of lighting a fire. All heads nodded in unison, and the girl walked out. I called a second name, a third, and a fourth—selecting the least likely suspects. I could feel the tension rising as the group grew smaller. I continued until only eight students were left.

Suddenly, one of the eight blurted out, "OK, I did it!" The principal and the guilty person left together.

My countdown worked, but I wondered afterward if I had done the right thing. Should I have involved the principal or would things have worked out just as well without him? Was I unfair in subjecting innocent students to an unpleasant experience? What if the culprit had refused to admit guilt? How would an experienced teacher have handled the situation?

Consultants' Comments

The teacher's action in response to a trying situation was excellent—mostly because it worked. However, if I may gently pun, the teacher was playing with fire all the way. Obviously, the psychological pressures exerted on the class—a surprise response, mounting suspense, and tension caused by the principal's presence—were most effective.

But the teacher gambled all on one large play; had it failed, he would have been left with an unsolved problem and the probability of a worsening situation. He was stepping on two emotion-packed factors that are always likely to trigger negative feelings in students: the unwritten law of peer group interprotection and the injustice of insinuated or actual accusations against the innocent.

Two courses of action might have been just as successful and less loaded with dynamite. First, the teacher could have relied on the students' personal honor by asking each one to hand in a slip of paper. The guilty person would admit his guilt; the other students would simply sign their names. If the teacher had established an atmosphere of mutual trust, the guilty person would have known that the solution would be a private matter between teacher and student.

Or the teacher could have used the "turn it over to the kids" technique. Open and unforced class discussion, with indication of the teacher's faith in their good judgment, might have resulted in a less traumatic identification of the guilty person. And there might have been a heartening opportunity for student involvement and problem solving in their own living-working togetherness.

—Jean E. Mizer, *counselor, Wood River High School, Hailey, Idaho.*

The problem of crime and punishment is a reality in the lives of teachers and students, but it is a reality for which neither group is really prepared. Nowhere in their training are teachers educated for this issue. Schools are forced into the business of law-enforcement—a business for which they seem ill equipped.

I suspect this incident strikes a responsive chord in those who work in schools, for it is a symptom of a widespread malady. The solution was ingenious, and it reflected concern. But I believe there was an element of very good luck involved, and this technique would work only once.

The inherent dangers are obvious: What if an innocent student had been the last one? How would one answer that student's parents when they complained? And what about the next time? No teacher can have a principal on hand for each crisis.

One would have to know the age, grade, and general make-up of the class to speculate on other methods of handling the situation. The best solutions to problems of this kind come from specific teachers who know specific students in a positive atmosphere.

I suspect there is no universal answer to the dilemma, and it is precisely because the question has no general answer that it is so plaguing. For all his accomplishments, man has yet to devise an infallible system of justice.

—Thomas R. Stretton, Jr., *English teacher, Cheltenham High School, Wyncote, Pennsylvania.*

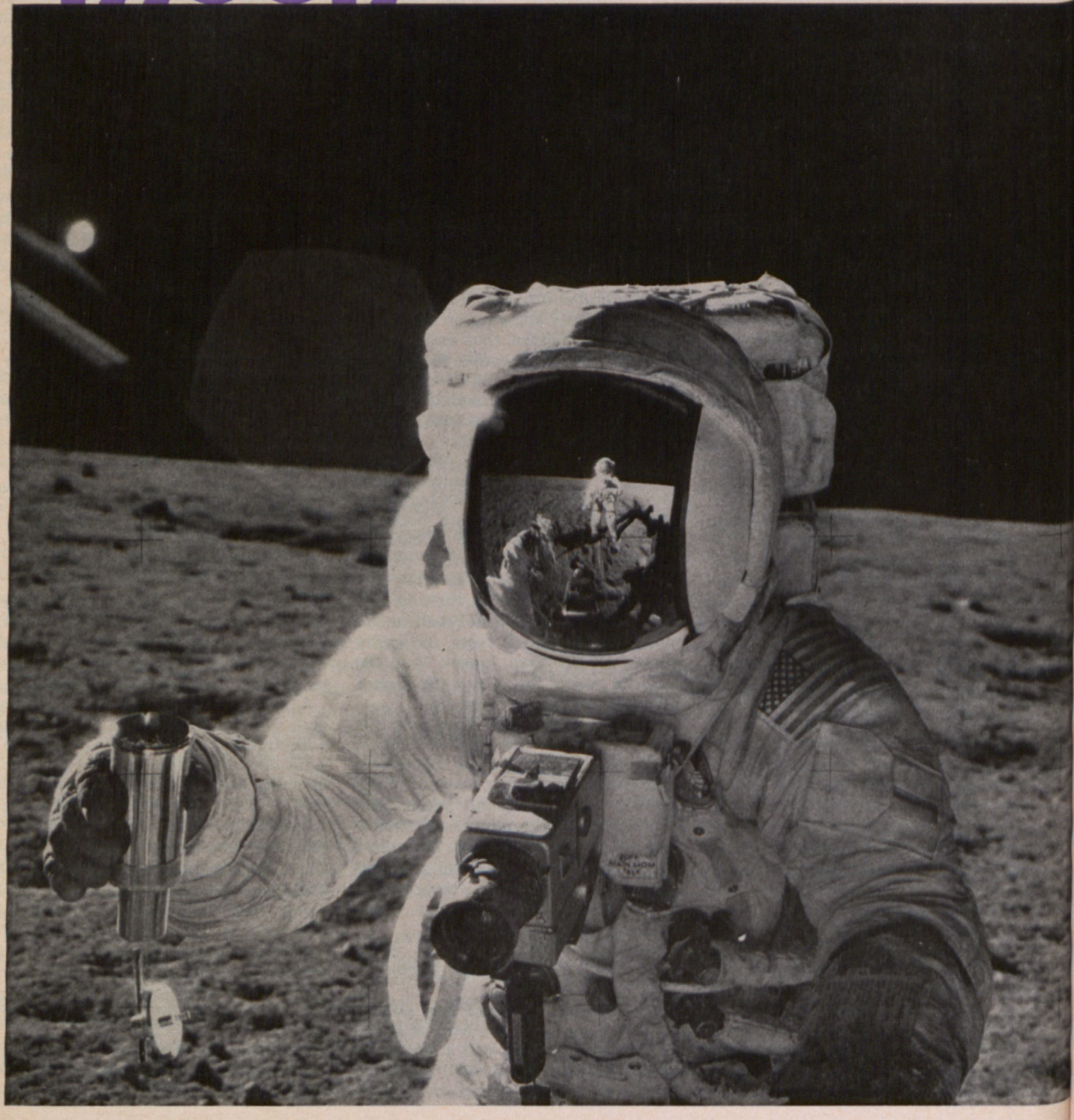
The problem of discipline seems to be the key issue in this incident, but there is no specific procedure for solving a disciplinary problem. Each instructor has his own way of working out such situations. One cannot say whether or not the procedure used was good. However, the teacher gave the incident sufficient thought, a necessary step in finding a suitable solution.

A new teacher (especially a young one) needs to be careful in handling a disciplinary problem. The classroom is his domain; only in cases of extreme difficulty should the principal be called in. To achieve the respect of students, a teacher must have self-confidence; this teacher seemed to lack self-confidence by involving the principal.

Students who witnessed the wrongdoing were not treated unjustly in being submitted to the experience of finding the culprit. Even the innocent persons gained something from the experience. The incident was a learning opportunity for all involved, including the teacher.

—Warren D. Thornton, *president, student council, Blackshear (Georgia) High School.*

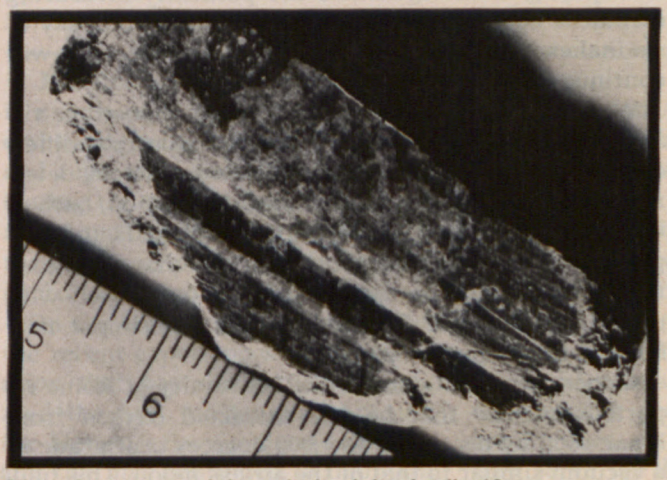
learning from the moon



CHESTER M. LEE, *Apollo Mission director, National Aeronautics and Space Administration (NASA), Washington, D.C.*

□ **As scientists throughout the world explore the lunar** materials returned by Apollo 11 and 12, knowledge of the earth, the moon, the whole solar system, and the universe is changing and expanding.

Since the beginning of time, man has speculated about our nearby satellite and about its relationship to the earth. Only now, using actual materials from that outer world, can we make accurate scientific investigations. And each day, one or more of the scientists engaged in this search discovers something new.



Slice of a moon rock brought back by Apollo 12.

About 200 scientific groups in the United States and 16 foreign countries are participating in a detailed study of the rocks and dust brought back from the lunar surface. One of the most exciting discoveries is the great age of the moon rocks. Samples are being dated in the range of 3.5 to 4.5 billion years. This means they are older than the oldest rocks known on our planet, possibly dating back to the time when the earth and the rest of our solar system were formed. There is something like a billion-year gap between the oldest rocks on earth and the estimated time of its formation. Further study of lunar rocks may fill this gap in the early history of our earth.

From the returned samples, we know that the moon is a complex body with a unique history—a statement that can also be made about the earth. The chemistry of the lunar rocks is as interesting as their great antiquity. For the most part, they are unusual combinations of generally common minerals; however, several new minerals have been identified.

Although the general chemical properties of the lunar samples resemble some volcanic materials on earth, scientists are eager to find causes of significant differences. The samples have an unusually high titanium content, as well as an unusual distribution of rare earth elements and very low water content. The lighter and more volatile elements, such as potassium, are much less abundant in moon rocks than they are in most terrestrial rocks. These findings have spurred geologists to search for earth rocks of similar properties, and some equivalents have indeed been found in volcanic areas in the United States, Sweden, Brazil, and the Mid-Atlantic Ridge.

Age-dating specialists have also obtained exciting results from the returned samples. Although the ages of rocks from both Apollo 11 and Apollo 12 are indeed ancient, there are differences in samples from the two sites explored in these missions. Rocks from the Sea of Tranquillity appear to have originated from two separate lava flows occurring about 3.7 and 3.9 billion years ago. The Apollo 12 rocks, however, appear to have originated from a lava flow that occurred about 3.4 billion years ago. The samples of soil (fines or dark sand-like material) collected along with the rocks by both crews also differ in age. The ages of soil samples from Apollo 11 are in the vicinity of 4.6 billion years (which is equivalent to the age of meteorites and earth). The soil from Apollo 12 is somewhat younger, about 4.4 billion years. The oldest component in the lunar soil which has not been detected in the rock sample is believed to date back to the formation of the moon. The rocks could or could not be from the same soil, since the molten process that created these rocks also "reset the clock" by which we measure the age of samples. Future Apollo mission samples may help clarify this age difference.

As one scientist reviewed the results of the solar wind analyses performed on both Apollo 11 and Apollo 12 samples, he concluded that the best way to study the sun is from the moon. Lunar soil, collected by the astronauts while they were on the moon and returned for minute examination, revealed effects of bombardment by solar wind greatly in excess of what had been predicted.

An early conclusion suggests that while there is ample evidence of high-speed impacts by meteorite particles on the moon, there do not appear to have been major recent upheavals generated within the moon itself. Effects of the meteorite impacts seemed to be a kind of stirring action, or "gardening" of the lunar surface soil.

In order to provide a base-line calibration for the seismometer, we have impacted the Apollo 12 LM ascent stage and the Apollo 13 S-IVB stage on the moon. Analysis of the vibrations through the lunar surface caused by these impacts indicates that the subsurface materials are not layered and are probably fractured to depths of 20 kilometers.

The characteristics of lunar materials, however, cannot be explained by any comparison with earth materials. Fractured rocks should soak up this level of (seismic) energy within a few seconds, whereas these impact quakes last anywhere from 20 minutes to several hours. Recently, however, results of the examination of recordings from the sensitive seismometers left on the surface have produced some surprising new information.

Detailed examination of the seismic signals which are being received indicates that the moon is shaken by quakes every 28.4 days, as it comes closest to the

earth on its oval path. These are not great quakes compared with those we have on earth, but they do generate what would be a weak vibration for one standing on the lunar surface. Scientists find this an exciting surprise, and they are anxious to explore further to better understand their new finding.

Actually, the discovery has two fascinating aspects: First, the quakes seem to be centered in the Fra Mauro region of the moon, at a point about 50 miles from the specified landing site of Apollo 14 (scheduled to fly early in 1971). Second, the chief lunar seismologist, Gary Latham, suggests that these quakes may be the source of escaping gases which appear to produce the mysterious red and orange flashes occasionally seen by astronomers.

Until recently these flashes were considered random events, but now Dr. Latham is asking astronomers to concentrate their investigations in the Fra Mauro area at the time of expected quakes to see if this theory is valid.

The flashes could mean that either hot or cold gases are escaping through the moon's surface. The seismic record since November 1969 seems to confirm that the moon has some internal seismic activity, and that it may not be the dead, cold world some theories suggest.

Scientists have known for some time that the moon may periodically bulge as much as 20 to 30 inches in response to the gravitational attraction of the earth. With the seismic evidence of moon quakes, it can be established that some degree of bulging exists and that this effect apparently produces considerable strain within the moon. When additional seismometers are installed during future lunar excursions, scientists expect to find that a number of locations may be subject to these tidal strains.

The lunar surface magnetometer deployed by the Apollo 12 crew as part of the geophysical experiment package is now recording repetitious cycles of interplanetary-earth magnetism. The data show a higher magnetic field than scientists predicted based on data obtained by the Explorer 35 Satellite. This slightly stronger magnetic field is believed to be caused by a permanent magnetized body located near the Apollo 12 landing site.

Some specialists argue that this is an indication of high temperatures at depths greater than 100 kilometers. However, conversion of electrical conductivity values into temperatures cannot be made with confidence until more information is obtained on the composition of the lunar interior. The magnetometer, however, proved beyond doubt that there is a local magnetic field at the Apollo 12 site greater than many scientists expected.

Studies of the lunar materials in laboratories here on earth have, as yet, shown no signs of life on the lunar surface. Neither has the lunar material had any deleterious effect on living organisms. Rather, lunar dust has shown remarkable nutrient value on simple green plants. Those that normally grow to a height of only one-half inch have attained a height of two inches, when nourished with lunar dust, and their color has improved as well. Perhaps someday lunar soil could be used to fertilize some of the earth's arid areas.

The interesting theory that the continents of the earth are slowly drifting apart is being examined by use of the mirror target which the Apollo 11 astronauts set up on the moon. This target is successfully reflecting pulses of laser light aimed through the 107-inch telescope at the McDonald Observatory at the University of Texas.

Continued measuring of the elapsed time of the individual round trips of these pulses, as well as the pointing direction of the telescope, will furnish accurate information on the relative motion of the telescope in Texas and the reflector target on the moon's Tranquillity Base. Scientists are presently measuring distances between these two points to an accuracy of six inches, and they expect the degree of accuracy will continue to improve.

With a firm fix on the moon's relative position vis-à-vis the earth, it will be possible to ascertain differences in the position of the continents and to determine subtle revolutions in the earth's rotation, both of which are of interest to the world's geologists and geophysicists. There are recent indications that variations in the wobble of the earth's axis are associated with major earthquakes. Eventually, this experiment may help us to predict earthquakes.

A chemistry professor at the University of Rome reported recently that he has extracted oxygen from lunar rock by heating it to 1,000 degrees centigrade in a vacuum similar to that of the airless moon. This finding could prove to be the most exciting of all discoveries made so far, for it holds the promise that life can be sustained on the moon without having to transport oxygen all the way from earth.

The long-term plans of the National Aeronautics and Space Administration envisage research facilities on the moon where scientists will study the earth, the sun, the moon itself, and the rest of our solar system. If the space transportation systems presently planned succeed in reducing transportation costs to a fraction of what they are now, perhaps small scientific colonies can be sustained by oxygen produced on the moon.

The magnetic properties of the lunar rocks have shown unusual and unexpected characteristics. Laboratories around the world are working to discover the significance of these findings.

When one realizes the great number of sciences which are being affected by the work now under way on the lunar samples, one may speculate that the moon landings are not only the greatest adventures man has ever undertaken, but also that they have yielded some of the richest scientific treasures he has ever found.

In the short space of time since the first lunar samples were returned to earth, more has been learned about the moon, and the entire solar system, than was learned in the eons that mankind has dreamed and speculated about the heavens. Only from a vantage point in the distant future will we be able to accurately evaluate the value and importance of this "giant leap for mankind." □

Washoe County Teachers Association

PRISCILLA DORAZIO, *member, WCTA, Reno; English teacher, Sparks (Nevada) Junior High School.*

□ **Imagine a jump from $56 to $111** in membership dues, the first teachers' strike in the history of the state, and repressive state legislation regulating the negotiation process and salary maximums! You might think these were evidence of a frustrated, ineffectual teachers' association.

On the contrary, these have been the recent experiences of an association that has successfully negotiated the first master contract and the highest salary scale in the state and that has continued to maintain its traditionally high membership of well over 95 percent of all teachers in the school district. This association is the Washoe County Teachers Association of Washoe County, Nevada.

How has the WCTA been able to achieve such success? A long history of remarkably outstanding leadership is part of the answer. This leadership developed membership confidence in the strength and influence of the association.

Tolerance of individualism and difference of opinion has contributed to the development of a vital, vigorous legislative council that freely analyzes and debates various controversial issues. Elimination of lengthy reports at council meetings and the streamlining of business matters have encouraged the attendance of faculty representatives, who come from 54 buildings and units—one of which is over 100 miles from the central meeting location.

Before each meeting, all represented units receive a detailed agenda, and the general membership receives minutes of the meetings. All teachers have ample opportunities to bring issues before the council for consideration. A monthly newspaper, *The Washoe Zephyr,* keeps all WCTA members informed of association programs and concerns.

Well-written Articles of Incorporation and Bylaws help keep the WCTA operating smoothly and democratically. The forward-looking Bylaws enable us to do a great many things without constantly changing our Articles of Incorporation. Our functional and comprehensive program encompasses almost every imaginable concern of educators. A great number of representatives of the total membership serve on the committees that handle the program work and recommend policy or program changes. Committee chairmen are selected solely for their ability.

But none of this came about without difficulty and without help from the state and national associations. Nevada is a unified dues state, and the WCTA actively participates in the work of the state and national associations. Both the NEA and the Nevada State Education Association have frequently assisted us in developing leadership training conferences and have advised us on many different occasions, especially during periods of negotiation with the local school board and during state legislative sessions.

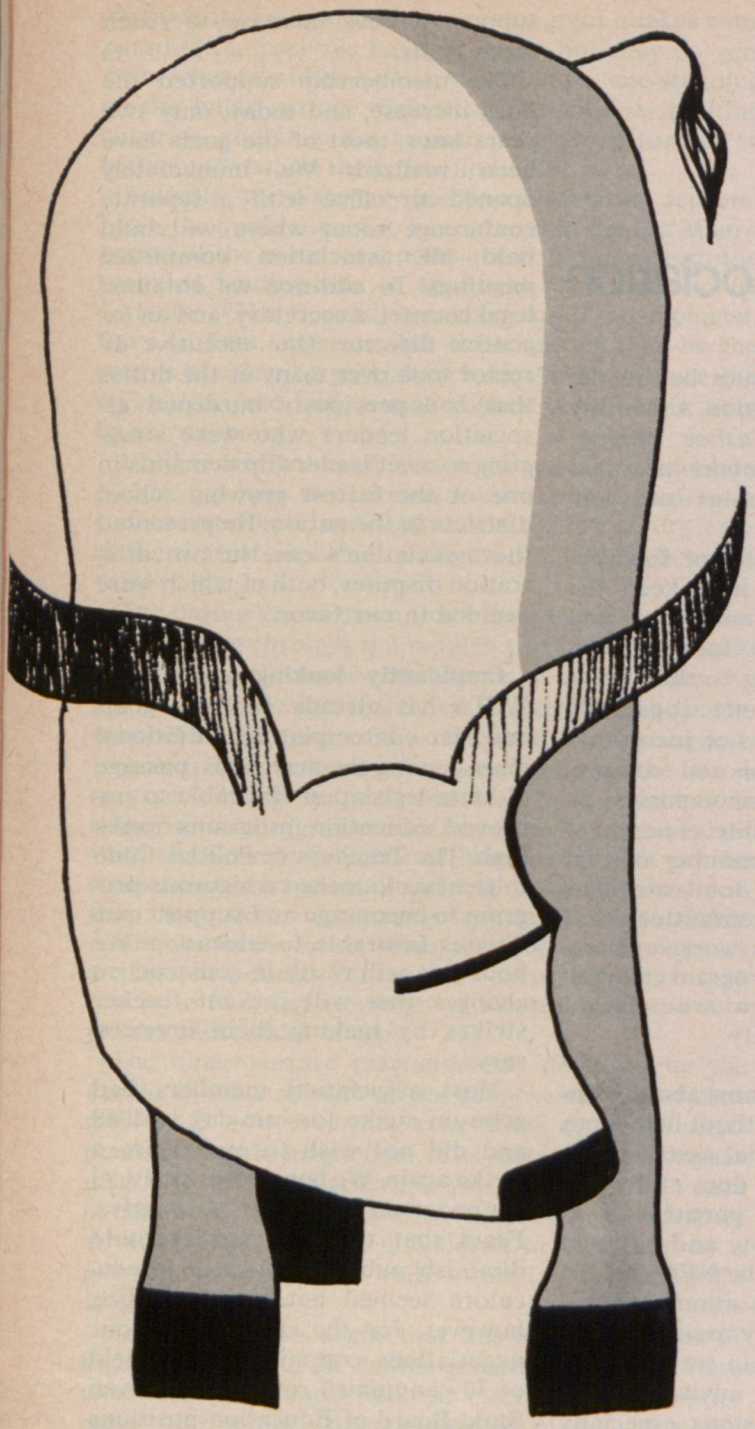
In 1968, a visiting team from the NEA evaluated the WCTA and offered many constructive suggestions for improving the association. Financing some of their suggested improvements would require a substantial dues increase, so the association conducted a survey to determine what goals the membership thought were most important and whether the membership would support a dues increase to reach these goals.

The membership supported the dues increase, and today, only two years later, most of the goals have been realized. We immediately opened an office with a separate conference room where we could hold all association committee meetings. In addition we obtained legal counsel, a secretary, and an executive director. Our executive director took over many of the duties that had previously burdened association leaders who were struggling to meet leadership demands in one of the fastest growing school districts in the nation. He presented the association's case in two arbitration disputes, both of which were decided in our favor.

Confidently looking ahead, the WCTA has already set new goals and is contemplating additional ones. Among the new goals, passage of state legislation favorable to improved education programs ranks high. The Teachers in Politics Committee has launched a vigorous program to encourage and support candidates favorable to education. We hope this will result in constructive changes that will prevent teacher strikes by making them unnecessary.

Most association members had gone on strike for one day in 1969 and did not wish to experience a strike again. We hoped that political action would provide an alternative. Fears that the 1969 strike would diminish public confidence in educators seemed not to materialize, however, for the chairman of our negotiations committee led a field of 30 candidates running for seven State Board of Education positions in the 1970 primary elections! In the general election, he won by more than 11,000 votes—the first teacher in state history to be elected to the Board.

Will the WCTA continue to accomplish its objectives as rapidly in the future as it has in the past? Time will tell, but one thing is certain: Temporary failures will not discourage us, for we have already experienced the rewards of patience and perseverance. □



YOUR PERSONAL FINANCES

INVESTING YOUR MONEY

ALLEN O. FELIX, *director of education, New York Stock Exchange.*

□ **You have an insurance program that suits your** needs, have built up a cash fund adequate to see you through any serious emergency, and own most of the durable goods you need or want. Now you are wondering if you ought to buy stocks with your spare cash. You know about the market's sharp decline last year and wish you knew if now is the time to "go in." Hindsight tells you that mid-1970 was probably a good time to buy stocks. But now? Some swear by the rule that when most small investors buy, you should sell, and vice versa. Another rule endorsed, at least in theory, by practically everyone is: Have the courage to sell when the market has been climbing steadily and the courage to buy after a long decline.

But for any investor, five basic rules for investing apply at any time. These are:

1. Know thyself. If you are a worrier, the fluctuating values of stocks may wreck your peace of mind. Investors must be emotionally and psychologically prepared for these fluctuations. Some people should never buy stocks, no matter how much money they have.

2. Have definite goals. A stock is "good" only if it meets your objectives. The person approaching retirement would want a stock with capital safety and a good dividend record. Such a stock might be very poor for the investment goals of a younger person whose main concern is long-term growth.

3. Deal with facts. The financial information that disclosure laws require companies to reveal is precise enough to give you the facts you need when you select securities. Be extremely wary of tips and rumors; investigate before investing.

4. Get advice, preferably from a reputable broker. Select your broker with care. A broker may be highly qualified, but unless you and he are on the same wave length, he's not the one for you. Don't expect your broker to be right all the time. If he is right 70 percent of the time, he is performing well, in the genius class. (Of course, yours is the final decision on what securities to buy or sell.)

5. Always remember that any investment (any use of money, actually) carries risks; so never risk more than you can afford. And when you find you have made a bad investment, admit it and sell—even at a loss. For some of us, this takes courage. Remember, too, to reappraise your securities periodically. Get rid of those that haven't lived up to the promise you once saw in them.

Let's say you've made the decision to invest. What are the alternatives? For some, the best approach is *long-term investing* in so-called blue chips—stock issued by companies that have been successful for many years. This approach relies upon the historic upward trend of the economy and the ability of well-established companies to thrive over the long pull.

The long-term approach suggests the advisability of building capital steadily regardless of price levels. This is possible for most investors through the pur-

chase of odd lots (from 1 to 99 shares) rather than round lots. (The latter, normally 100 shares, are the regular units of trading on the Exchange.) The purchase of a round lot may require an initial commitment of several thousand dollars, whereas, if an investor buys odd lots, he may build a portfolio in small amounts spaced over a period of time.

Aggressive investing is another approach. Investors using this approach are on the lookout for growth companies. They tend to buy and sell their securities as opportunities develop or situations in the economy (or stock market) change. Investors in this category must be constantly alert to economic trends and, especially, to the progress of companies whose stock they have purchased.

Trading or *speculation* is the third general approach. This is only for the relatively few people who have acquired considerable sophistication and experience, have enough time to keep abreast of market changes, and have sufficient spare capital to take risks with.

Over the past three decades, mutual funds have mushroomed in popularity. They are investment trusts, or companies, that sell shares to the public and invest the money in a large number of securities. These funds have two very attractive features: They offer an inexpensive way to get diversification and, since professional experts manage them, relieve you of making the difficult investment choices. However, the commission (load) most mutual funds charge is relatively high, ranging up to 8½ percent.

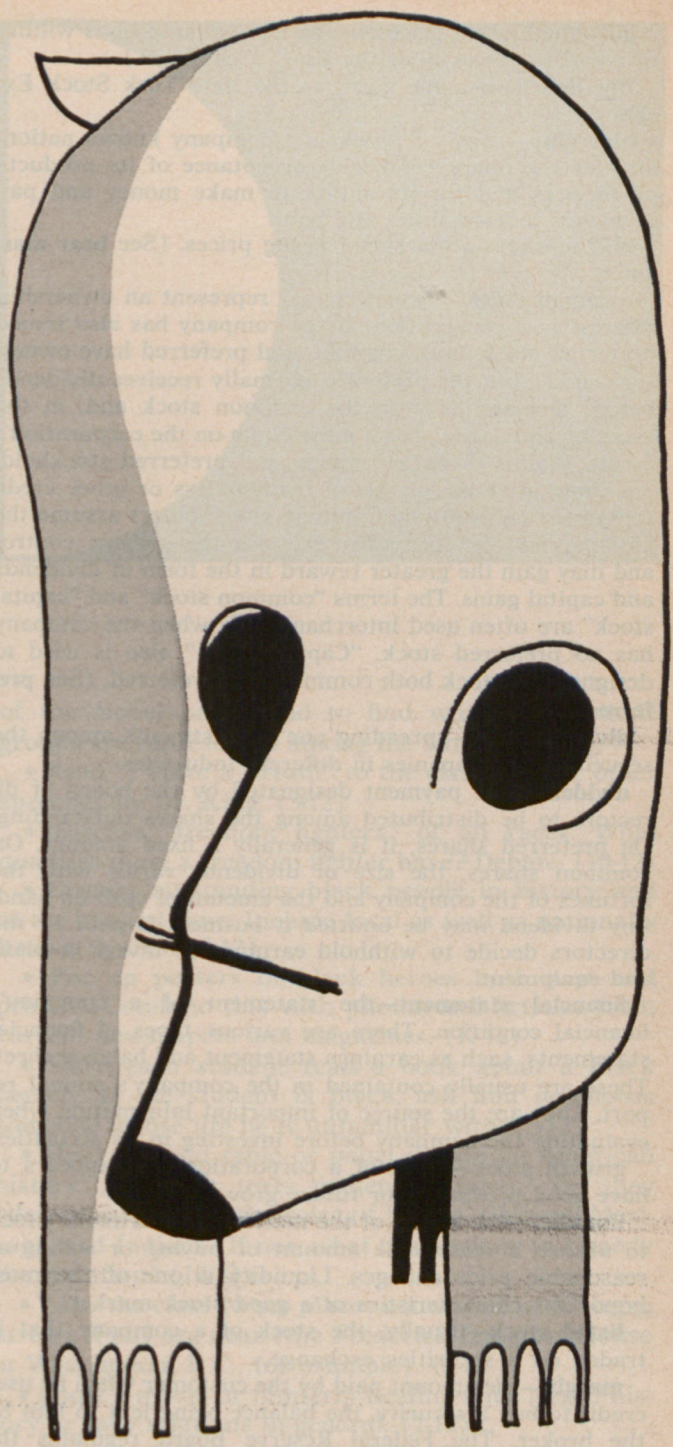
Think twice before investing in a "front-end" load fund. Here you contract to buy shares on a regular basis for a specified number of years. These plans often deduct from your first year's payments as much as 50 percent of the *total* sales commissions on all the shares you agree to buy. If you were to drop the plan at the end of a year, you would lose more than half of your investment.

Some mutual funds—the "no-loads"—charge no commission, and you buy shares from them directly. These companies place small ads in the financial pages of the newspapers and will send a prospectus on request.

As with stocks, you should shop around for a mutual fund in order to select one that meets your particular goals. Study the fund's prospectus and learn how it has performed in the past and what its objectives are. And *do not fail* to consider the future prospects of the industries in the fund's portfolio.

What about bonds? Those who are opposed to the purchase of bonds like to point out that inflation eats away at the worth of the dollar and that by the time a bond reaches maturity its cash value will have dropped considerably. Nevertheless, because bonds are a safe investment offering an assured income, they have, along with preferred stock, a strong appeal for the conservative investor.

Obviously, the realm of investing is very broad and there are many roads one might take. To help investors get their bearings, the Exchange has prepared an Investors Information Kit, costing $1 and containing booklets on such topics as: *Understanding Financial Statements, How To Get Help When You Invest, Stocks on the Big Board, Understanding the New York Stock Exchange.* Available through Dept. SU, Box 252, New York, 10005. □



Glossary of Investing Terms

□ **asked**—the price at which a person is ready to sell. (See **bid.**)

bear market—a market of declining prices. (See **bull market.**)

bid—the highest price anyone has declared he is willing to pay for a security at the time. (See **asked.**)

Big Board—a name given to the New York Stock Exchange.

blue chip—common stock in a company known nationally for the quality and wide acceptance of its products or services and for its ability to make money and pay dividends in good times and bad.

bull market—a market of rising prices. (See **bear market.**)

common stock—securities that represent an ownership interest in a corporation. If the company has also issued preferred stock, both common and preferred have ownership rights, but the preferred normally receives dividends before any are paid on the common stock and, in the event of liquidation, has a prior claim on the corporation's assets. Claims of both common and preferred stockholders come after the claims of bondholders or other creditors of the corporation. Common stockholders assume the greater risk, but generally exercise the greater control and may gain the greater reward in the form of dividends and capital gains. The terms "common stock" and "capital stock" are often used interchangeably when the company has no preferred stock. "Capital stock" also is used to designate all stock both common and preferred. (See **preferred stock.**)

diversification—spreading one's investments among the securities of companies in different industries.

dividend—the payment designated by the board of directors to be distributed among the shares outstanding. On preferred shares, it is generally a fixed amount. On common shares, the size of dividends varies with the fortunes of the company and the amount of cash on hand. Any dividend may be omitted if business is poor or the directors decide to withhold earnings to invest in plant and equipment.

financial statement—the statement of a company's financial condition. There are various types of financial statements, such as earnings statement and balance sheet. These are usually contained in the company's annual report. They are the source of important information when evaluating the company before investing in its securities.

growth stock—stock of a corporation that appears to have good prospects for future growth.

liquidity—the ability of the market in a particular stock to absorb a reasonable amount of buying or selling at reasonable price changes. Liquidity is one of the most important characteristics of a good stock market.

listed stock—usually, the stock of a company that is traded on a securities exchange.

margin—the amount paid by the customer when he uses credit to buy a security, the balance being lent to him by the broker. The Federal Reserve Board regulates the amount of credit that may be supplied by brokers and banks in the purchase of most securities by their customers.

market price—the last reported price at which a stock or bond was sold.

municipal bond—a bond issued by a state or a political subdivision, such as county, city, town, or village. The term also refers to bonds issued by state and local agencies and authorities. In general, interest paid on municipal bonds is exempt from federal income taxes.

over-the-counter—a market for securities made up of securities dealers who may or may not be members of a securities exchange. Over-the-counter is mainly a market made over the telephone. Thousands of companies have insufficient shares outstanding, stockholders, or earnings to warrant application for listing on a stock exchange. Others may simply prefer not to list their securities on a national exchange. Securities of these companies are traded in the over-the-counter market between dealers for customers. The over-the-counter market is the chief market for U.S. government bonds, municipal bonds, and bank and insurance stocks.

paper profit—the capital gain an investor would receive if he were to sell stocks he owns.

penny stocks—low-priced issues often highly speculative selling at less than $1 a share. This is frequently used as an uncomplimentary term, although a few penny stocks have developed into investment-caliber issues.

portfolio—securities owned by an individual or institution. A portfolio may contain bonds, preferred stocks, and common stocks of various types of enterprises.

preferred stock—a class of stock with a claim on the company's earnings before dividends may be paid on the common stock. It is usually entitled to dividends at a specified rate.

prospectus—a circular that describes securities being offered for sale to the public and contains certain other information required by the federal Securities Act of 1933.

proxy—written authorization given by a shareholder to someone else to represent him and vote his shares at a shareowners' meeting.

retained earnings—money from profits left to corporations after paying taxes and dividends. Generally used for expansion or increasing efficiency of production.

rights—when a company wants to raise more funds by issuing additional stock, it may give its stockholders the opportunity, ahead of others, to buy the new stock in proportion to the number of shares each owns. The piece of paper evidencing this privilege is called a right or warrant. Because the additional stock is usually offered to stockholders below the current market price, rights ordinarily have a market value of their own and are actively traded. In most cases, they must be exercised within a relatively short period. Failure to exercise or sell rights may result in actual loss to the holder.

speculator—one who is willing to assume a relatively large risk in the hope of gain. His principal concern is to increase his capital rather than his dividend income. He may buy and sell the same day or speculate in an enterprise that he does not expect to be profitable for years.

split—the division of the outstanding shares of a corporation into a larger number of shares. A 3-for-1 split by a company with 1 million shares outstanding would result in 3 million shares outstanding. Each holder of 100 shares before the 3-for-1 split would have 300 shares, although his proportionate equity in the company would remain the same, since 100 parts of 1 million are the equivalent of 300 parts of 3 million. Ordinarily splits must be voted by directors and approved by shareholders.

stock certificate—the piece of paper a shareowner receives that is evidence of his ownership of one or more shares of stock.

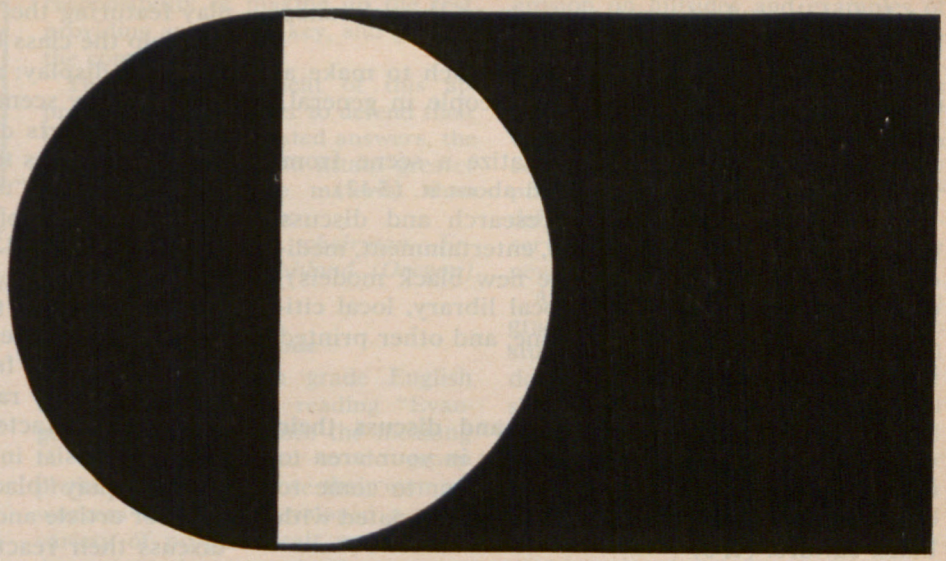
stock exchange—a place where stocks of approved companies are listed, and then may be bought and sold. The New York Stock Exchange, located in New York City, is the largest of the exchanges in the nation. (See **over-the-counter.**)

yield—also known as return. The dividends or interest paid by a company expressed as a percentage of the current price or, if you own the security, of the price you originally paid. □

This glossary was adapted from "You and the Investment World," a pamphlet published by the New York Stock Exchange for use as a supplementary text in high schools.

IDEAS FOR TEACHING ABOUT BLACK AMERICANS

These suggestions can also be adapted for the study of other minority cultures and for the observance of Human Relations Day on January 15.



□ **At the 1970 conference in San Francisco, the National** Education Association passed a Continuing Resolution (18) to the effect that January 15 should be designated "Human Relations Day," in memory of Martin Luther King. The resolution called upon the President of the United States to proclaim that date a national holiday, and it urged all school systems to plan appropriate observances.

Many teachers experience difficulty in initiating appropriate classroom activities on black culture and recognition of other minority-group contributions to our society. They ask, What can we do that isn't stereotyped or trite? What will catch the interest of the students and be meaningful to them?

In answer to these questions, the NEA Center for Human Relations has prepared a list of activities dealing with black culture that should be relevant to all students. *Many of the ideas can also be used for appropriately timed emphasis on the culture of other American minority groups: Orientals, Puerto Ricans, Mexican Americans, Indians, and others.*

Students must be helped to have understanding of and respect for other cultures, rather than a condescending tolerance or lofty acceptance. They must be helped to realize that every group has something to offer. The following suggestions may enhance your classroom efforts in multicultural appreciation.

• **Prepare a display on Martin Luther King—his life** and work—complete with books, pictures, and records. Encourage students to do extra research. Invite an outside speaker if needed. (Grades 7-12)

• Reenact the scene in which Dr. King received the Nobel Peace Prize. Ask the class to research the origin of the Nobel prizes and to find what other ethnic groups are represented among the winners. (8-12)

• Read "I Have a Dream" to the class, and/or other speeches by Dr. King. (5-12)

• Discuss "freedom fighters" of all races. What qualities must a freedom fighter have? Debate. (10-12)

• Discuss outstanding black people in history and at the present time. Include local as well as nationally known figures. (2-12)

• Put up posters of black heroes both past and present. Combine this with photos and articles from current newspapers and magazines. (K-12)

• Have each student read a book about a black person. If the student is black, ask him to choose someone whose life he is unfamiliar with. (5-12)

• Hold a round table or panel debate on American history: Do most texts present it fairly? Do they adequately present the roles of blacks, Chinese, Mexicans, and Indians? If not, what can be done to remedy the situation? (10-12)

• Take the class to see places connected with Negro history if any are near (the Frederick Douglass House in Washington, D.C., for example). (3-8)

• Show a movie or filmstrip dealing with Negro history or race relations in general. (7-12)

• Discuss folk heroes like John Henry, the steel-driving man. Discuss the difference between larger-than-life heroes, such as John Henry and Paul Bunyan, and real-life heroes, such as Charles Drew, an outstanding black physician. (6-12)

• Discuss what makes a hero. Does it take something special to be a black hero? (9-12)

• Ask students to write an essay on "The Black Hero(ine) I Most Admire," giving reasons for their choices. (9-12)

• Ask black people well-known locally to speak to the class about Negro history. (2-12)

• Assign a team to research and report on the black history of your area. (6-12)

The NEA Center for Human Relations has prepared a bibliography of materials that can be used in celebrating Human Relations Day and Negro History Week. Free single copies are available from Dept. M, Today's Education, 1201 Sixteenth Street, N.W., Washington, DC 20036. (Please enclose a stamped self-addressed envelope with your request.)

• Let each student write an essay on the relevance black history has for him. Discuss. (9-12)

• Divide the class into teams. Ask each to make a collage on black history or black people in general. Display. (4-8)

• Encourage students to dramatize a scene from black history after they have read about it. (5-12)

• Assign student teams to research and discuss achievements of blacks in sports, entertainment, medicine, invention, fashion (for the new black models), education, and business. The local library, local citizens, newspapers, *Ebony* magazine, and other printed sources will be helpful. (7-12)

• **Let the class sing spirituals and discuss their** origins. Invite a black music teacher in your area to help if needed. (6-12) Ask a local singer to come to class and sing a spiritual or other song associated with black culture. (K-6)

• Discuss how African music has affected music in our country. Again, invite a black music teacher to assist if needed. (6-12)

• Invite a dance teacher to speak on African and Afro-American dance. Pay special attention to the role played by drums. (3-12)

• Contact the local "soul" radio station for copies of Profiles in Black or other history-type spots, or have a group of students do this. Let the class research how a "soul" show is put together. Is there a difference between this and other programing? Discuss and debate. (7-12)

• Play the "Negro National Anthem." Discuss the composer (James Weldon Johnson), and the origins of this anthem. (4-8)

• **Ask students to read poetry and prose by out-**standing black writers and discuss what these authors are trying to say. (6-10)

• Get copies of periodicals like *Ebony, Black World,* and *The Negro History Bulletin* for your reading table. Ask the class to read and react to these periodicals. (7-12)

• Let the class dramatize part of *A Raisin in the Sun.* Discuss whether this is strictly a black play or whether its scope is universal. (9-12)

• Read your class stories of black children, such as *Tobe* (by Stella G. Sharpe, University of North Carolina Press). Combine this with a picture display of black notables. (K-5)

• Read Uncle Remus stories to the children, and Philip Sherlock's *Anansi, The Spider Man* or his *West Indian Folk-Tales.* Discuss the black oral tradition or ask a knowledgeable person to talk with the class about it. (K-7)

• **Take the class to see exhibitions or artwork by** black artists; visit a museum or shop where African artifacts and Afro-American displays are featured. (1-12) Ask local black artists or sculptors to talk to the class about their work and careers. (3-12)

• Let the class use clay to make African baskets, drums, masks, and other artifacts. Make an Afro display featuring the finished work. (K-6)

• Help the class build a small-scale African or Afro-American display: an African village, slave quarters, or black history scene. Use wood or metals. (Industrial and manual arts classes, wood or metal shop, 10-12)

• Ask the class to collect "soul food" recipes and if possible have a "taste corner." Get an expert to discuss the origin of this cooking. (Home economics, chef's classes, 10-12)

• **Ask students to write a short essay on "How I** Learned About Prejudice." Discuss. (5-12)

• Discuss the facts about the differences in skin color between races (the pigments melanin and carotene are factors). Invite an expert to visit the class and assist in the discussion. (6-10)

• Role play "black" situations. Take a scene from a book or article and let students dramatize it and then discuss their reactions. (7-12)

• Discuss TV programs featuring black performers, and ask for student reactions. (9-12)

• Assign student teams to research the civil rights movement from 1954 to the present. Arrange photos for a bulletin board display. (8-12)

• Ask students to make a list for the bulletin board of TV shows or movies about blacks that they might watch or attend with their families. (7-12)

• Assign groups of students to photograph, draw, or collect pictures dealing with "The Black Experience." Discuss this in terms of black history, past and present. Encourage students to make a film on this topic, if possible. (8-12)

• Ask students to pretend they are characters in black history. Have them make up a story about how they would feel and justify their feelings. (5-12)

• Hold a class symposium on racism, after students have researched the topic. Invite outside persons, especially blacks, for their reactions and questions. (10-12)

• Invite local black veterans to talk with the class about black men in military service—World War II, Korea, Vietnam. What were their reactions and feelings? How did they deal with racism? What is the history of the black soldier? (10-12)

• Devise a "prejudice exercise" involving discrimination based on eye color, hair color, short vs. tall students, children from small vs. large families, and so on. Set this up for one day of discrimination toward the "out group" and use a second day for discussion. For special emphasis, let the groups reverse so that the former in group becomes the out group. (3-12)

• Read "Unfinished Story" on page 71 of this issue of TODAY'S EDUCATION. Let the class discuss the incident. (4-6)

These are only some of the activities that can grow out of celebration of Human Relations Day (on January 15, Martin Luther King's birthday) and/or Negro History Week. You and your students will want to make additions, adding a unique dimension to the projects you select.

—NEA Center for Human Relations.

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Free Advice

To help young children find answers to questions about themselves and their school environment, I use a "Dear Abby" approach.

Students may write unsigned letters and deposit them in a tagboard pocket that is attached to my desk. During language arts, we discuss the letters and figure out answers to them. The children become concerned with each other's problems and develop practical thinking habits. This junior-sized answering service is of much interest to students.

—Jean Kunzelman, *teacher, second grade, First District School, Meadville, Pennsylvania.*

Testing

For a change from the usual approach to testing your students on material studied by the entire class, divide the class into three or four small groups and have each group compose a test to be given to one of the other groups. Give each group the responsibility of making up the test, providing an answer key, and grading the completed tests.

The principal benefit of this approach is that in order to defend their tests and their suggested answers, the students are forced to attain greater familiarity with the material than they would otherwise.

—Don Vondracek, *chairman, English Department, Ashland (Oregon) Senior High School.*

Something for Everyone

One of my eighth grade English classes had finished reading "Evangeline," and, to enhance the meaning of the poem, decided to do group projects. Students chose their own coworkers and soon developed a wide variety of projects—salt maps, dolls dressed as characters in the poem, a play based on the poem.

Three slower students, however, could think of nothing that interested them or suited their capabilities. I suggested that they add sound effects to another group's diorama, a bayou scene.

They liked this idea and soon discovered how creative they could be, imitating bird calls, alligator cries, the sound of water opposing a skiff's oars, the sounds made by animals scuttling through the undergrowth. They used their own gift of mimicry as well as improvising with noises made by crumpling paper, blowing on paper, and even by rubbing paper on a tile floor.

I showed them how to tape record, and they recorded their sounds on a tape that could be played whenever the diorama was viewed—an interesting and creative effort.

—Shirley Lankford, *teacher of English, Lakenheath Junior High School, RAF Lakenheath, United Kingdom.*

Conservation Unit

Last year, Paul Annixter's book, *Swiftwater*, motivated my students to study conservation. They gathered information over the telephone, did research in the library, and became acquainted with different sections of the daily paper as they scanned it for pertinent news items. They found out what organizations in our area could help them and sent for literature. They looked up the addresses of their legislators and wrote to them, going to the dictionary to learn the proper salutation and form of address. They interviewed key people in our city and visited such centers as the Health Department and the Sanitation and Flood Control District. They noted erosion on hillsides and examples of pollution, sometimes taking photographs as they walked about the city.

Through talks or written articles or scrapbooks, they reported all of their activities to the class. In a main corridor of the school building, they put up a bulletin board display. Our daily bulletin called attention to conservation facts and to words that were new to the class, such as *ecology*.

An assembly for all the eighth grades culminated the unit. In it, the students briefly told what they had done, and a guest conservationist showed slides and spoke of the need to maintain the Bay Area's ecological balance and recreational areas. Our local paper reported the assembly in an article that listed the students and their individual projects. In composing a note of thanks to the guest speaker, the class practiced one final communications skill.

—Doris Tinnes, *teacher of eighth grade English, Vallejo (California) Junior High School.*

Recheck

On exams, I had long made a practice of putting at the end a reminder to proofread, with a place for the student to check when he had finished proofreading.

When the students became careless about their check marks, I added a question: How many errors did you find? Now I rarely find a student who doesn't fill in the number and show evidence of having made an honest search. One boy recently exclaimed to me as he left the room, "I found ten!"

—Lillian S. Adams, *teacher of French, Gideon Welles Junior High School, Glastonbury, Connecticut.*

Word Puzzles

Most children enjoy puzzles, and many teachers capitalize on this fact. The following type of puzzle is good for sharpening spelling skill.

Rule off a ditto master in squares and fill them with new vocabulary words, one letter to a square, horizontally, vertically, and diagonally. After putting in the words, fill in the remaining empty squares with any letters you choose at random. Finding the "hidden" words provides a challenge for children.

A variation of this idea is to have the pupils make their own word puzzles and exchange them with fellow students.

—Howard E. Faulkner, *fifth grade teacher, Ocean Avenue School, Northport, New York.*

War

War, what is war?
War is little children having
no daddy
and wives sometimes have
no husbands.
Wars sometimes almost don't
have no end.
Who likes war. You? "not me."
The other people who we fight,
they are not wrong, they are
not right.
Are we?

The End

—**Camille Pinn,** *age 11, Grade 6, Danforth School, Syracuse, New York. (Submitted by Catharine O' C. Barrett, teacher, special projects, Danforth School, and NEA director, New York State.)*

Extra Texts

One of the problems our school confronts is the lack of enough usable lockers. Because of this, a number of students have always arrived in the classroom without textbooks and have always gotten into trouble.

I solved this problem by keeping on hand several extra textbooks. I permit students to sign these out and use them during the period in my classroom.

—Allan T. Wilford, Jr., *science teacher, Kirby Smith Junior High School, Jacksonville, Florida.*

Display Wire

A wire strung diagonally across the room (well over head height) provides an easy way to display the class's artwork. Fold 12 by 18 inch paper in half. The children can do a picture on each side. Slip the papers over the wire and close the bottoms with tape.

Seasonal pictures, such as snowmen for winter, can go on the wire. During our study of space, the planets of our solar system were on the wire. When we studied about the Los Angeles Harbor, we spelled out messages using paper signal flags that hung from the wire. Gaily colored paper fish appeared to swim across the room on our useful wire when we studied about ocean animals.

—Frances Galston, *teacher, primary grades, Pennekamp School, Manhattan Beach, California.*

A New Use for Shotgun Wads

A year or so ago you printed a visual-tactile technique for teaching multiplication and division by giving 144 small wooden blocks to each child to work with. For example, in the problem 4x5, the child would deal out four piles with five blocks in each and count. In 20÷4, he would count twenty blocks and put four in each pile until they were gone and then count the piles. The technique is very effective, but the problem of finding small blocks and the noise they make might discourage teachers from using them. I discovered that shotgun wads solve these problems nicely. Sporting goods stores stock them and sell them for less than $2 a thousand. They are silent, *thick* cardboard discs, a little larger than a dime, and are terrific for any individual manipulative work in arithmetic fundamentals.

—Dorothy J. Lee, *fourth grade teacher, West Park Elementary School, Hermiston, Oregon.*

Chess as an Educational Tool

While we were studying about feudalism, my students found they could learn from the ancient game of chess, which easily demonstrates concepts like protecting the king, rank order, and power. This method was one of the best I have used to explain the complexities of the feudal system.

—John Powell, *former teacher of seventh grade social studies, Tallmadge (Ohio) Central Junior High School; currently director of middle school, Canterbury School, St. Petersburg, Florida.*

TEACHER OPINION POLL

Sex Education

□ A substantial majority of the nation's public school teachers think sex education should be part of the curriculum in their school systems, but opinions differ about the grade in which sex education should first be introduced and about how the subject should be treated.

A recent Teacher Opinion Poll asked a nationwide sample of public school classroom teachers this question: "In your opinion, should sex education be part of the curriculum in your school system?" Teachers who answered "Yes" were asked to indicate the grade in which they thought sex education should first be given.

Nearly 3 in 4 teachers approved of sex education as part of the school curriculum. One teacher in 8 was opposed, and 1 in 7 was uncertain. Two-thirds of the elementary teachers and more than four-fifths of the secondary teachers favored sex education.

Almost one-third of the teachers thought that sex education should begin in first grade or earlier, and one-fourth that it should begin in kindergarten or prekindergarten. A larger proportion of elementary than of secondary teachers favored the early introduction of sex education. Thirty-eight percent of the elementary teachers thought that sex education should start in grade 1 or earlier, as compared with 28 percent of the secondary teachers who held this opinion. Conversely, 18 percent of the secondary teachers, as compared with 4 percent of the elementary teachers, thought that sex education should not begin until grade 7 or later.

	Total	Elementary	Secondary
Yes, prekindergarten	9.5%	10.5%	8.4%
kindergarten	15.1	19.3	10.7
grade 1	8.3	7.9	8.7
grade 2-4	11.7	9.6	14.2
grade 5-6	15.3	12.5	18.2
grade 7-9	9.9	4.3	16.0
grade 10-12	0.9	0.1	1.6
Yes, grade not indicated	2.8	2.4	3.2
Total Yes	73.5	66.6	81.0
No	12.4	15.8	8.8
Uncertain	14.1	17.6	10.3

Among secondary teachers, a higher percentage of men than of women favored postponing sex education until junior or senior high school. Twenty-one percent of men secondary teachers as compared with 13 percent of women secondary teachers held this opinion.

Another part of the question asked teachers who approved of sex education how they thought the subject should be treated. Possible responses included: (a) as a separate subject; (b) as a special unit of work within some other subject; (c) integrated with the subject matter of one or more other courses; and (d) other.

Half of the teachers who approved of sex education thought it should be integrated with the material of other courses. Of the rest, a larger percentage preferred treating sex education as a special unit within another subject than as a separate subject. However, a much larger proportion of elementary than of secondary teachers approved of integrating sex education with other subjects.

	Total	Elementary	Secondary
Separate subject	19.8%	13.4%	25.4%
Special unit	28.5	24.0	32.4
Integrated with other subjects	50.0	60.1	41.1
Other	1.8	2.5	1.2

Opinions of men and women teachers differed on how sex education should be treated. Since most men teachers are in secondary schools, this difference may in part reflect the difference between the opinions of elementary and secondary teachers. However, within the group of secondary teachers approving sex education, differences of opinion also appear between men and women. A larger percentage of women than of men favored the integrated approach to sex education, while a larger percentage of men than of women thought sex education should be a separate subject.

	Total		Secondary	
	Men	Women	Men	Women
Separate subject	28.7%	14.9%	29.9%	20.1%
Special unit	28.7	28.3	31.2	33.8
Integrated with other subjects	40.8	55.0	37.4	45.3
Other	1.8	1.8	1.6	0.7

—NEA Research Division.

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Crisis Education (#4). Maxine Greene. Describes, through answers to cogent questions, the extraordinary world of the elementary educator and the role he must perform in it. 4 pp. 25¢. 282-08890. E/K/N/E.

Education for the Spanish Speaking (#5). November 1970 issue of *The National Elementary Principal*. Features 24 articles by educators, government leaders, students, and members of the Spanish-speaking community. 144 pp. $2. 186-05600. National Association of Elementary School Principals.

Environmental Crisis: What the Individual Can Do (#6). Color, sound filmstrip with 33⅓ rpm record. Includes a printed guide and script and a checklist of further sources of information and tips on additional ways to preserve a healthful environment. 17 minutes. 117 frames. (See the following page for further details and pictures.) $15. 388-11902. Student NEA, with the cooperation of the Association of Classroom Teachers, Association for Supervision and Curriculum Development, Future Teachers of America, National Council for the Social Studies, and the National Science Teachers Association.

Environmental Education in the Public Schools (#7). Special Report. Describes a pilot survey of public school systems enrolling 1,000 or more pupils and employing at least one half-time person in environmental education. Covers program contents and procedures, sites utilized, personnel, financing, and further research needed. 72 pp. $1.50. 435-25450. Research Division.

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Focus on Geography: Key Concepts and Teaching Strategies (#9). Phillip Bacon, editor. Fortieth Yearbook. Analyzes new concepts and techniques in geography; highlights creative ideas about learning and teaching geography. 456 pp. Cloth, $7, 490-15266; paper, $5.50, 490-15264. National Council for the Social Studies.

High Spots in State School Legislation, January 1-August 31, 1970 (#10). Research Report 1970-R10. Reports major achievements and defeats of state education associations and summarizes legislation on school finance, salaries, retirement, and pupil transportation. 87 pp. $2. 435-25448. Research Division.

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Such activities could include a nature walk, a visit to the city dump, or an art class in a suburban park.

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Environmental Crisis: What the Individual Can Do dramatically presents a timely message *from* students *to* students in a language suitable for the upper elementary to college level viewer.

Specific solutions for getting rid of traffic and water pollution and nondegradable litter are given in a straightforward manner. The philosophy of ecology is also discussed.

Among the urgent recommendations presented are organizing political action groups to campaign for environmental legislation; encouraging merchants to sell only ecologically acceptable products; and forming consumer action groups to police the collection, sale, and distribution of certain foods.

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(Continued from page 25)

body of experience, corroborated by some research, indicates that this teacher exerts considerably more influence on the student teacher's style and approach than do his supervisor or the education professors under whom he has studied. With inadequate supervision, and unarmed with any theories of teaching or learning or any philosophy of education by which he can judge and criticize the teacher with whom he is placed, the student teacher naturally and inevitably tends to imitate him.

All too often, the classroom teacher affords anything but a proper model of how to teach. The sheer number of education students means that many, if not most, will be placed with teachers who are dull or harsh or both.

In all probability, moreover, the student teachers studied under the same kinds of teachers when they were public school students themselves. After 12 years of dull, repressive, formal public schooling and three-and-a-half years of uninspired formal college teaching, six months of practice teaching in the same kind of classroom is almost bound to convince the student teacher that that is the way teaching is—worse, that that is the way teaching has to be. Almost inevitably, therefore, that is the way he tends to teach when he finishes his training and takes over his own class.

Remarkably little has changed, in fact, since 1904, when John Dewey described the unhappy consequences of the failure to relate theory and practice in teacher education. The teacher coming out of the usual teacher training school, he wrote, has not received "the training which affords psychological insight—which enables him to judge promptly (and therefore almost automatically) the kind and mode of subject matter which the pupil needs at a given moment to keep his attention moving forward effectively and healthfully. He does know, however, that he must maintain order; that he must keep the attention of the pupils fixed upon his own questions, suggestions, instructions, and remarks, and upon their 'lessons,' " for that, after all, was the way he was taught.

The result, Dewey continued, is that "the student adjusts his actual methods of teaching, not to the principles which he is acquiring, but to what he sees succeed and fail in an empirical way from moment to moment; what he sees other teachers doing who are more experienced and successful in keeping order than he is; and to the injunctions and directions given him by others: In this way the controlling habits of the teacher get fixed with comparatively little reference to principles in the psychology, logic, and history of education. . . . Here we have the explanation, in considerable part at least, of the dualism, the unconscious duplicity, which is one of the chief evils of the teaching profession. There is an enthusiastic devotion to certain principles of lofty theory in the abstract—principles of self-activity, self-control, intellectual and moral —and there is a school practice taking little heed of the official pedagogic creed. Theory and practice do not grow together out of and into the teacher's personal experience."*

In some respects, moreover, the way practice teaching is usually structured gives the student teacher the worst of two worlds. On the one hand, he never experiences "the real thing" —never gets the feel of what teaching is actually like. Because the regular classroom teacher remains responsible for everything that goes on in his room, the student teacher cannot feel the full impact of that responsibility. Neither can he experience the full authority of being a teacher. He is, after all, a visitor in someone else's classroom, and visitors are not welcome to rearrange their host's furniture, alter his schedule, revise his curriculum, or change the atmosphere he has labored to create. Nor is the student teacher likely to be able to make these kinds of changes if he wanted to.

Even with an able and cooperative classroom teacher, practice teaching rarely gives the student teacher the experience of teaching in the real world. For one thing, student teachers rarely spend more than a half-day at a time in the classroom, yet there is something different in kind, not just in degree, about teaching a whole day. For another, the brevity of the student-teaching assignment, and the fact that it generally begins in the middle of a semester, means that the student teacher has little option but to follow the cooperating teacher's lesson plan.

The fact that practice teaching begins after the public school semester has started has a further disadvantage, for what a teacher does in the first few days of the semester may be decisive in setting the tone of the class for the rest of the year. Thus, new teachers almost invariably experience a shock on the day they begin their teaching career, as they suddenly realize that no one had ever suggested to them (nor had they thought to ask) what to say or do in those first few awesome moments.

And yet student teachers rarely enjoy the advantages that a more synthetic environment might provide. Instead of plunging into a regular classroom, for example, the novice might learn a great deal more if practice teaching were structured in order to enable him to move from simpler to more complex kinds of teaching. But because he practices in a regular, and formal, classroom with a curriculum to cover, what the student teacher does his first day of practice all too often tends to be essentially the same as what he does the last day. In many classrooms, the only differentiation he experiences is that he may hang fewer bulletin-board displays and perform fewer clerical chores toward the end of the practice-teaching period than at the beginning.

The fact that most education schools delay practice teaching until the student's senior year is another serious, and sometimes fatal, weakness, for it denies students the chance to discover whether they like teaching or not until the end of their course of study.

ITEM: a graduate summer session course at a West Coast school of education. The instructor asks the students, all of them teachers with some years of experience, to talk about whether they feel fulfilled or frustrated in their teaching. One woman, a 10-year veteran, replies that she has hated it since her first day of practice teaching. Asked why she took a job in the first place, she explains that her practice teaching didn't come until the second half of her senior year. "I couldn't afford to change majors and start all over again, so I decided to make the best of it." One suspects that her students have had the worst of it. □

*John Dewey, "The Relation of Theory to Practice in Education," National Society for the Scientific Study of Education, *The Relation of Theory to Practice in the Education of Teachers*, Third Yearbook, Part I, Bloomington, Ill.: Public School Publishing Co., 1904 (reprinted in M. L. Borrowman, ed., *Teacher Education in America*).

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CAMPUS UNREST
(*Continued from page* 48)

fort to bring the diverse segments of this nation together. He and members of his Administration must begin emphasizing the common bonds and goals that hold us together as a people. He must refrain from emphasizing our differences if the result of that emphasis is intensified polarization that has a generally negative effect on the country as a whole. It is important that the President not impugn the patriotism of public officials who oppose his policies. This is unnecessarily divisive and makes citizens—especially young people—skeptical of their ability to effectively challenge Administrative policy by "working through the system." The President must begin representing *all* segments of America.

If President Nixon really wanted to "bring us together," he would have acted in the Kent State University affair. He is empowered to instruct the Justice Department to convene a federal grand jury to investigate not only the events of last May at Kent State but also to investigate the proceedings of the Portage County Grand Jury. There is a precedent for this type of intervention. The federal government intervened in the early days of the civil rights movement when Southern officials used their biases as excuses to violate the rights of black people. It now seems that students are the newest minority group that society at large has stereotyped as evil and inferior. It should be the moral responsibility of the President to speak up in support of students, for they are part of his constituency.

Although many students disagree with the policies of the Nixon Administration, they would welcome and support some moral leadership from the President in an effort to bring us together. Otherwise students will feel more isolated than ever from the system they want so desperately to affect.

—**Eva L. Jefferson,** *president, Associated Student Government, Northwestern University, Evanston, Illinois.*

The Scranton Commission was charged with investigating and reporting on the cause of campus unrest. Unfortunately, this is exactly what the Commission did *not* do. It occupied itself with rehashing old myths and did so with remarkable superficiality. That the Vietnam war is more of a means by which the radicals radicalize their fellows rather than a cause went without elucidation. The implication that the Vice President's rhetoric is a cause is to suggest that the New Left and their allies are so dimwitted that the words of one man can turn them into vehicles of violence. It might have been convenient, but surely not substantive.

A passing acquaintance with the campus political atmosphere would compel one to realize that the activities of the New Left are basic to the cause of the disorders. One cannot begin to appreciate the problem until he has familiarized himself with the revolutionary critique that is the essence of New Left thinking. This the Commission did not do.

What the Commission said was "most important" of all shows that it understood little of the campus situation. To quote, "the most important aspect of the overall effort to prevent further campus disorders . . . rests with the President." One could believe *that* if one could believe that the President was/is the primary cause. If the Commission believed that, it should have said so. If they didn't think about it in connection with their "most important suggestion," then they failed to begin to study the causes of campus disorders. They engaged in a fundamental dishonesty if they believed the President a primary cause and didn't say so.

—**Daniel Joy,** *editor,* New Guard, *the magazine of Young Americans for Freedom.*

It is important to distinguish between the political implications of the President's Commission on Campus Unrest and the quality of the Scranton Report itself. The appointment of the Commission was a political move—an obvious yet unsuccessful attempt on the part of the Administration to define the campus protests and the general alienation from society of a large segment of an entire generation as somehow the result of something terribly wrong on the campus or in the educational system (which is perhaps true to the limited extent that the educational process still remains a humanizing experience) rather than of outrage over the war or discontent with the general direction of the country. It seems to many young people—myself included—that it was an intentional attempt to make people believe that the most visible symptom of a problem is in fact the cause (which is, therefore, what must be dealt with) rather than simply the manifestation of a deeper and more serious ill. Thirty years ago in a different country, that process was known as creating scapegoats.

I feel sure that the Report itself is far different than the President wanted. Yet its higher quality carries with it greater dangers, for it is potentially a blueprint for co-optation, calling for the appearance of satisfaction of immediate demands or grievances, while isolating and punishing in the name of nonviolence, the very leadership that originally brought the grievance to our attention. Thus the war is ended while Davis, Dellinger, Hayden, and others stand trial, in that classic case of co-optation, called "Vietnamization." The tactic of co-opting issues is an old one on the campus, long since discredited as only prolonging and intensifying the real tensions. In turning to the same self-appointed spokesmen for youth as staff members, the Commission has lent credibility to an analysis and approach that, while looking good to the outside observer, in the long run creates more problems than it solves, since it ignores the more fundamental forces at work beneath the surface.

—**David M. Ifshin,** *president, U.S. National Student Association.*

In many ways, the Scranton Report applies to student unrest in the high schools.

I think the Report is exactly correct in attributing the unrest to a deeply held attitude and not to surface conditions. I'm afraid, however, that the Report failed to convey the depth of this alienation, which I see as the fundamental cause of student unrest.

It is very hard to relate on paper the deep gut-level, ambition-destroying despair that can be read in the words and actions of many students. On campus after campus, I've been tremendously touched by the sincere convictions of students and by the total frustration they express. Much too often I've heard it said that all we really want to do is be human and have friends, but that's impossible because of all the pretense necessary to be successful in our schools. This is probably the most pointed condemnation of our schools. Where is our society going when a substantial portion of its youth feel that to participate in this society and its schools they must sell their integrity?

I suggest that until honest sincere solutions are sought for on this question, there is no hope of convincing the disenchanted youth that they have a part in this nation. And until students can feel in their own peculiar human ways that they have a part in this society, we can expect further outbursts of frustration and despair.

—**Taylor Brelsford,** *head boy, Cherry Creek High School, Englewood, Colorado, and member of the NEA Task Force on Student Involvement.* □

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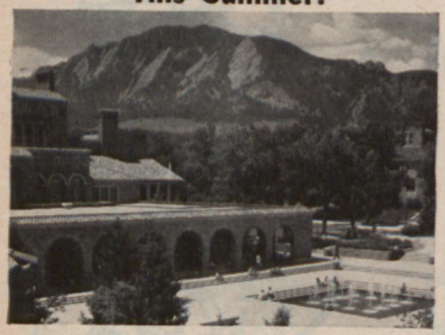

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PROFESSIONAL CALENDAR

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or by national groups affiliated with it. Additional meetings will be listed in the May issue of TODAY'S EDUCATION.

Natl. Council of State Education Assns.: **Jan. 12-15**—Natl. public relations seminar for education assns., in cooperation with NEA Division of Press, Radio, and Television, Las Vegas. **Feb. 15-16**—Winter meeting, Chicago.

Jan. 15-17—Semiannual delegate assembly meeting, Student NEA, Lincoln, NE.

American Assn. of School Librarians: **Jan. 17-23**—Midwinter, ALA, Los Angeles. **June 20-26**—Annual, ALA, Dallas.

Jan. 23-27—Natl. convention, Natl. Assn. of Secondary School Principals, Houston.

Division conventions, Music Educators Natl. Conference: **Jan. 27-30**—(Southwestern) Albuquerque. **Feb. 26-Mar. 1**—(Eastern) Atlantic City. **Mar. 11-14**—(North Central) Cincinnati. **Mar. 24-27**—(Northwestern) Boise, ID. **Apr. 4-7**—(Western) San Diego. **Apr. 28-May 1**—(Southern) Daytona Beach, FL.

Joint area conferences, Natl. Retired Teachers Assn. and American Assn. of Retired Persons: **Feb. 2-4**—(IV) Atlanta. **Mar. 2-4**—(II) Philadelphia. **Apr. 5-7**—(VII) Dallas. **May 18-20**—(VI) Kansas City, MO. **June 22-24**—(V) Chicago.

Regional NEA-GRIP (Grass Roots Involvement Program) seminars: **Feb. 4-6**—(Central and Southwest) Tulsa, OK. **Mar. 18-20**—(Northwest) Seattle. **Mar. 25-27**—(Mountain States and West Coast) Salt Lake City. **Apr. 15-17**—(New England and East Coast) New Haven, CT. **Apr. 22-24**—(Midwest and North Central) Sioux Falls, SD.

Feb. 20-21—Natl. Council of Administrative Women in Education, Atlantic City.

American Assn. of School Administrators: **Feb. 20-24**—annual natl. convention, Atlantic City. Drive-in conferences: **Mar. 21-23**—(Delaware Valley) location to be announced. **Apr. 25-27**—(Upper Midwest) Billings, MT. **Apr. 28-30**—(Mid-South) Nashville.

Natl. meetings, Assn. of Teacher Educators: **Feb. 24-27**—51st annual conference,

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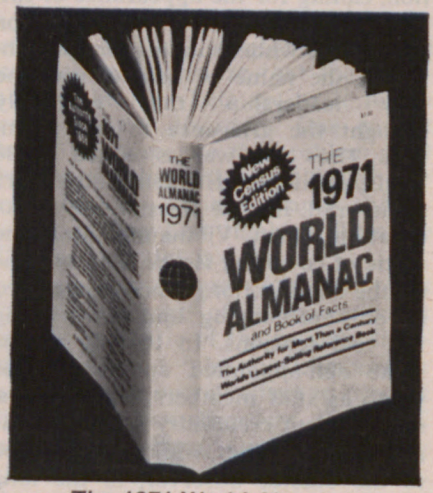
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Chicago. **Apr. 25-28**—clinic on supervisory conferences (capacity limited; preregistrations accepted on a first-come, first-served basis). ATE, Indiana University, Bloomington. **Aug. 15-21**—Summer workshop on research and development in teacher education. MN-ND ATE and ATE, Moorhead State College, Moorhead, MN.

Meetings, Natl. Business Education Assn.: **Feb. 24-27**—annual, Chicago. **Apr. 4-6**—(Western) San Francisco. **June 23-26**—(Mountain-Plains) San Antonio, TX.

Natl. and district conventions, American Assn. for Health, Physical Education, and Recreation: **Feb. 26-Mar. 1**—(Southern) Oklahoma City. **Mar. 4-7**—(Northwest) Portland, OR. **Mar. 18-20**—(Central) Omaha. **Apr. 2-6**—natl., with Midwest district convention, Detroit. **Apr. 21-25**—(Eastern) Philadelphia. **Apr. 22-24**—(Southwest) Salt Lake City.

Mar. 3-5—Conference, Urban Executive Directors Assn., New Orleans.

Meetings, Natl. Council of Teachers of Mathematics: **Mar. 4-6**—Wichita, KS. **Mar. 25-27**—Dallas. **Apr. 14-17**—49th annual meeting, Anaheim, CA. **Aug. 26-28**—Duluth, MN.

Mar. 5-7—Human relations conference (invitational but preregistration open to others on a first-come, first-served basis), Center for Human Relations, Washington, DC.

Mar 6-10—Natl. conference, Assn. for Supervision and Curriculum Development, St. Louis.

Meetings, American Assn. of Elementary - Kindergarten - Nursery Educators: **Mar. 9**—Annual open-program meeting, ASCD, St. Louis. **Mar. 19-20**—Regional study/action conference for all states east of the Mississippi, Knoxville, TN. **Apr. 19**—Annual open program meeting, NAESP, Cleveland. **June 21-July 11**—Flying seminar, London. **July 19-23**—Creative education workshop, in cooperation with Montana State University, Bozeman. **Aug. 4-6**—Natl. study action conference, Denver.

Mar. 14-17—26th natl. conference, American Assn. for Higher Education, Chicago.

Mar. 21-26—Natl. convention, Assn. for Educational Communications and Technology (formerly NEA Dept. of Audiovisual Instruction), Philadelphia.

Mar. 22-23—Regional meeting, Natl. Council for the Social Studies, in cooperation with Iowa Council for the Social Studies, Des Moines, IA.

Mar. 24-27—Natl. convention, Natl. Assn. of Women Deans and Counselors, St. Louis.

Mar. 26-30—Natl. convention, Natl. Science Teachers Assn., Washington, DC.

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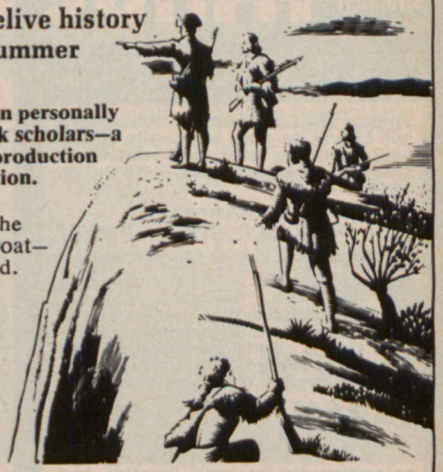

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World Confederation of Organizations of the Teaching Profession: **Mar. 28-Apr. 3**—Seminar on teachers' organizations. WCOTP and Barbados Union of Teachers, St. Michael, Barbados. **Apr. 18-22**—Seminar on in-service training, West Berlin. **Aug. 4-11**—Delegate assembly, Kingston, Jamaica.

Apr. 4-9—11th biennial natl. conference, Natl. Art Education Assn., Dallas.

Apr. 13-16—Intl. convention, Assn. for Educational Data Systems, Toronto.

Apr. 16-18—Natl. spring meeting, Journalism Education Assn., in cooperation with Northern California Journalism Education Assn., San Francisco.

Apr. 17-22—Natl. meeting, Natl. Assn. of Elementary School Principals, Cleveland.

Apr. 18-24—49th Intl. convention, Council for Exceptional Children, Miami Beach.

Apr. 19-23—Natl. convention, American Industrial Arts Assn., Miami Beach.

Conferences and institute, Natl. Assn. of Educational Secretaries: **Apr. 22-25**—Regional conference, Seattle. **July 15-18**—Annual conference, Greensboro, NC. **July 19-23**—Annual institute, Greensboro, NC.

June 23-26—Conference, Natl. Council of Urban Education Assns., Detroit.

June 26-27—Representative Assembly, Assn. of Classroom Teachers, NEA, Detroit.

June 26-July 2—NEA Convention, Detroit.

July 5-9—Natl. seminar, Natl. School Public Relations Assn., Columbus, OH.

Mid-July (dates to be arranged)—Seventh annual summer conference, Speech Communication Assn., Chicago.

American Driver and Traffic Safety Education Assn.: **July 27-30**—Natl. student traffic safety conference, Oklahoma State University, Stillwater. **Aug. 8-14**—Natl. conference, Springfield, IL.

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lations purposes and they may not be able to afford this. I hope they realize that a group working for better human relations could meet anywhere—in a school, a church, community center.

As you point out, Mrs. Bain, such a center could contact various community organizations, but these organizations should represent a cross section of the thinking of the people in the community. So that in addition to some of the traditional community groups, the human relations center should contact controversial groups in the community and ask them to express their views and perhaps participate in the programs of the human relations center.

Last year at my school, we had some members of the student body who were Black Panthers. In an administration committee meeting, we talked about the fact that our faculty ought to know about the philosophies of our students. As a result, a few of the Panthers were invited to explain their ideas at a faculty meeting. We really had some shocked teachers.

Of course, the Panthers aren't the only controversial group. There are the Black Muslims—

Mr. Sariñana: Despite all the misinformation that whites have about Malcolm X, he was one of the great black heroes, a man who taught the importance of education, self-determination, and pride.

Sometimes I think we have our values confused. If parents from wealthy communities come to school to talk to the teachers and complain, everybody says, "Oh, how wonderful! Such concerned parents." But if black or brown mothers show up at school, they're militants! "Here they come again, making trouble," groan the teachers.

By the way, we have a group similar to the Panthers, called the Brown Berets.

Mrs. Bain: What are Brown Berets?

Mr. Sariñana: Brown Berets are militant Chicanos. They took their name from Che Guevara, from Castro.

Now you can question their philosophy, but you cannot question their motives, because these guys are out helping people. One young man I knew in San Pedro came to a playground and organized a camping program on his own! Every day he'd arrive in his battered station wagon and take a bunch of kids to the harbor, to the zoo, to the park. The community thought he was sensational—until they found out he was a Brown Beret. Then they almost ran him out, physically.

Mrs. Bain: Labels.

Mr. Sariñana: Exactly.

Mr. Norwood: We have Indians within our group now who are really aggressive. They're the ones who cuss you up and down and cause an uproar. There's one group called the American Indian Movement—the AIM.

Mrs. Bain: Are they comparable to the Black Panthers or the Brown Berets?

Mr. Norwood: Well, they're not physically violent people, but their language is very, very strong, and they are supporting the groups that have taken possession of Alcatraz and Mount Rushmore.

Mrs. Bain: They would be the most radical Indian group. But they're not as militant a group as we consider the Black Panthers to be.

Mr. Norwood: Right, but you couldn't exactly call them Brown Pussycats either.

Mr. Sariñana: I'd like to shift over now to say something about the teacher from a minority group who expresses his views in support of student dissent. He is often harassed or suspended, or some group may collect a complete dossier on him. NEA should go on record, giving full support for the right of a teacher to speak out. Sometimes NEA helps such a teacher through the DuShane Fund, but it's my impression that by the time the Fund acts, a person may be absolutely ruined.

Mrs. Bain: This is another part of our communications problem. A teacher who is treated unfairly should go immediately to his local, and the local should tell him about the DuShane Fund.

Let me say in conclusion that I appreciate your sharing your concerns with me. The NEA has a strong interest in giving representation to minority groups and will continue to work in this area. □

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HELEN BAIN, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of TODAY'S EDUCATION (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1971 NEA Convention: June 26-July 2, Detroit.

American Education Week—October 24-30, 1971. Theme: Help Schools Bridge the Gap.

NEA membership, May 31, 1970: 1,100,155.

NEA officers and headquarters staff: See NEA HANDBOOK pages 10-15, 374-376. NEA resolutions: HANDBOOK, pages 66-88.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 97-142.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 143-168.

NEA dues: Active Membership $25 a year. Associate Membership $25. Life or Associate Life Membership $500 each or $55 a year for 10 consecutive years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $12.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, page 324.

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(*Continued from page* 13)

to the extent of his ability. What is controversial here is the dedicated teacher who wastes his talent on playground duty, rushing during the lunch hour because of expected duties, and neglecting his family by working late hours without protesting poor conditions of work. The difference between slavery and dedication is choice.

Let's all work to improve conditions so that no teacher need be a slave.—Georgie Kunkel, *elementary counselor and former teacher, Highline Schools #401, Seattle, WA.*

It is unfortunate that the term *dedicated teacher* has long been used as a slur—meaning *sucker*—and is now rarely used within the profession itself except sarcastically. No matter how hard we work, most of us would prefer being called anything but *dedicated.*

It has been my experience that those teachers who cry the loudest for freedom from extra duties are the very ones who always arrive at school the latest and leave the earliest, anyway.

They invariably complain the most bitterly about a few minutes of extra duty. "Once freed of these (extra) tasks," claims the article's author, "teachers can concentrate on the more important jobs." She can't have taught very long or she'd know the "important jobs" that most of them then find released time for are usually drinking coffee and chatting in the teachers' room.—Mauricia Price, *first grade teacher, Riverside School, San Pablo, CA.*

This is one good article your journal has published. It is beautifully written and truthfully stated. Elizabeth Edwards has spotted a dangerous cancer in the teaching profession that has inhibited its healthy development and has retarded the evolution of true and creative education.

Let us hope for a little action in the field that will bring about good changes and get rid of the poor ideas of the past.—Carlos A. Cuarón, *on scholastic leave from El Paso (TX) public schools.*

I could not agree more with the basic philosophy stated in the article. The type of teacher the author describes makes it difficult for other teachers who feel it is not their responsibility to take on extra classes and study halls during their free period to refuse when asked to do so.

These dedicated teachers take on extra duties for little or no pay. The teacher who asks for reimbursement for these extra duties is often intimidated by the administration and frowned on by other people unfamiliar with the public school situation.

The teacher's most important function is to help create an alert individual who is capable of individual thought and who has problem-solving abilities. The teacher must guide and motivate the student to perform adequately within his limitations. A teacher who is afraid to diplomatically but honestly state what he is really thinking when asked, "Would you mind taking over Mrs. Smith's English class during your planning period?" leaves something to be desired. A teacher needs a break as much as any other paid employee.—George W. Schubert, *acting director, Speech and Hearing Clinic, University of North Dakota, Grand Forks.*

I was sorry to read the article. I cannot believe that a red-blooded American teacher's image of dedicated teachers is so distorted that she calls them an enemy to educational progress.

There would be little need to carry picket signs demanding higher salaries and better working conditons if there were more dedicated teachers in the profession. Then the product produced would speak for itself and the American public would respond affirmatively.—Beulah Hewitt, *RCV Elementary School, Catawissa, PA.*

It's true! Elizabeth Edwards' dedicated teacher is the greatest enemy of the teaching profession. I know because I was a dedicated teacher. Fortunately, for the profession and the students, I quit teaching to get married.

As a first-year teacher filled with enthusiasm, I made all the mistakes Mrs. Edwards cited. As a dedicated teacher, I had several exciting successes and several thousand miserable failures.—Donna K. Welch, *St. Clair Shores, MI.*

I certainly DO NOT agree with the article. More power to that teacher who is willing to go the extra mile by helping the weak ones after school.—N. G. Tate, *retired teacher, Clovis, NM.*

The image of the "dedicated teacher," as Mrs. Edwards stated it, is not incorrect; it is, rather, only half an image. The "dedicated teacher" not only works for the student, but he also works for the betterment of the educational system in which he teaches.—Sydney S. Halet, *English teacher, Abington (MA) High School.*

Perhaps the definition of the "dedicated teacher" is basic to the issue with which I disagree in this article. In my terminology a dedicated teacher is one who is primarily concerned with the education of children while working diligently to improve factors relevant to educational progress.—Shirley I. Toboll, *first year teacher, Gunpowder Elementary School, Baltimore County, MD.*

Article Praised; Photograph Scored

Helen Brion's article ("School Nurse to the Rescue"—November) regarding the multiple competencies of certificated school nurse-teachers was most welcome. However, I am sure Miss Brion never authorized the illustration of the *uniformed* nurse (model?), since she and all nurse-teachers in New York State are aware that we are hired as members of the faculty and we dress as do other faculty members. The white uniform of a registered nurse should be worn only in a clinically clean setting, such as a hospital or doctor's office, and never in a public area, such as a school.—Patricia K. Griffith, *school nurse-teacher, Dewitt, NY.*

✦ *The author was not responsible for the choice of photograph. It is our understanding, however, that although the trend seems to be away from the wearing of uniforms by school nurses, primarily for the reasons stated above, in many schools nurses do wear uniforms.*

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.

What Should Lisa and Nancy Do?

☐ It all started with an argument between two girls, each of whom insisted she should be first in the lunch line. Betty, a white girl, and Margie, a black girl, exchanged angry words. The squabble simmered all day and continued the next morning.

Most of the white students in the class sided with Betty; most of the black students, with Margie.

Two girls, however, refused to take sides. Lisa, a black girl, and Nancy, a white girl, argued that Betty and Margie were both wrong—for making an issue over a trivial matter. Lisa suggested the two might flip a coin to decide who should be first in the lunch line.

But other members of the class refused to go along with this suggestion. Instead, they tore into Nancy and Lisa, accusing them of being wishy-washy.

"You should stick up for your race no matter what!" a black girl shouted at Lisa. "What's the matter with you?"

"We won't play with you anymore if you don't take Betty's side," a white girl told Nancy.

Nancy managed to smile at this remark and answered, "OK, don't play with me. But I'm not going to take sides in such a silly argument."

"Neither am I," said Lisa.

Although both Nancy and Lisa were sure they were right to keep out of the squabble, they could see that their classmates were now angrier at them than they'd been at either Betty or Margie. Both Nancy and Lisa realized they'd have some difficult days at school before their classmates forgot about the incident. Meanwhile, what should Lisa and Nancy do?

Thoughts To Think Aloud:

1. Do you think Lisa and Nancy should have avoided trouble by taking sides as the rest of their classmates did?

2. Why were the girls involved in the argument unwilling to settle their squabble as Lisa suggested?

3. Does the argument "you should stick up for your race no matter what" make any sense? Explain.

4. Do most fights involve a "silly" question that should be settled quickly? ☐

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NEA SPECIAL SERVICES

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A survey of requests for information received by the Special Services Division shows many NEA members are interested in Homeowners Insurance. Developed in cooperation with Horace Mann Educators last year, the program is now providing coverage for members of the United Teaching Profession in 35 states and the Southern Section of California.

Whether you own or rent your home, this program can provide you with a special, individually tailored policy to cover your house and possessions. The four forms of homeowners policies—Renters, Basic, Broad, and Special—provide a complete range of coverage to meet nearly every conceivable requirement for protecting one of your most important investments. And all of this can be accomplished at low premiums (usually 15 percent lower than standard rates on homeowners features, 20 percent lower on fire insurance rates) with the assurance of excellent service.

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For details, write to the NEA Homeowners Insurance, Special Services Division, Room 915, 1156 15th St., N.W., Washington, DC 20005.

AFTER ALL

□ **The following vignettes have in** common only the fact that each makes a point more effectively than might have been made—at least in our opinion—by exhortation, explanation, or description.

At the NEA Representative Assembly meeting last summer, David Kirkpatrick, speaking for the Pennsylvania delegation, supported the proposal (which carried) for a Constitutional Convention. Con Con, it's called.

There's something to be said for muddling through (without Con Con), Mr. Kirkpatrick granted; England is often cited as an example of a successful muddler-through. "But I would remind you that in 1803 England created the position for a man to stand on the white cliffs of Dover and ring a bell if he saw Napoleon coming. That position was abolished in 1945."

Art connoisseur Joseph Duveen took his small daughter to the beach but she did not want to go into the chilly water (so we read in *The Little Gazette* of Judd and Detweiler). After persuasion failed, he borrowed a teakettle, built a fire, heated a little water until it steamed, and with a flourish poured it into the ocean. His daughter then went in without a murmur.

Another *Gazette* item: Gertrude Lawrence, the actress, regularly visited an old man who had been blind for years. For these visits, she bought a petticoat with lots of rustle and some exquisitely fragrant perfume so that, through sound and smell, her old friend might recapture some of the pleasures he had known when, as a successful playwright, he had enjoyed the friendship of many beautiful women.

One of our editors is something of a fanatic on the importance of children's learning about the history of American schools and the contributions of the pioneer educators. Therefore, when her nephew was four years old, she introduced Horace Mann to him.

She graphically described how terrible the schools were before Mann's day and the reforms he achieved. As the boy listened raptly, she thought to herself, "How simple it is to interest a child in a subject some people might think him too young to understand." Her complacency collapsed when he commented at the conclusion of her story, "There's just one thing I don't understand. Was he a horse or was he a man?"

A father and son were in an auto wreck. The father was killed and the son was rushed to a hospital for emergency surgery. The attending surgeon looked at the boy and said, "My son, my son!"

Some use this story, we understand, as an instant test of male chauvinism. Did you realize immediately that the surgeon was the boy's mother? No? You flunked.

Jean Allen Battle tells about the history teacher from Germany who, making a tour of schools in the U.S., was proudly placed on display by an American professor.

"Please tell the class how many years of Latin you had," said the professor.

"Nine."

"Of higher mathematics?"

"Eight."

"Physics and chemistry?"

"Six."

An unimpressed student asked, "Would you mind telling us, sir, how many years of Hitler you had?"

The German teacher, we are told, delights in telling the story for the comment it makes on the failure of the classic German education to provide students with an understanding of life around them.

Mrs. D. E. Terrell describes in *Parents' Magazine* her difficulty in getting three-year-old Douglas to help pick up his toys at night. She decided to initiate a nursery-school routine: the teacher plays the piano while the children march about the room cleaning up. She explained the plan to Douglas as a new game.

"OK, Mommy," he said. "I'll play the piano and you pick up the toys."

Sylvia, the young high school teacher in Bel Kaufman's *Up the Down Staircase*, was sometimes misled by a student's eagerness. "There's a girl who never takes her eyes off me. This morning, when I asked a question about Brutus, she flung out her hand, pleading to be recognized. When I called on her, she said. 'You wearing contack lens?'"

Jerry Kramer in *Instant Replay* (© World Publishing Co.) tells how coach Vince Lombardi demanded perfection from everyone. His wife joined the team at dinner before one game. The dessert was apple pie. She asked the waiter if she could have a scoop of ice cream on her pie. Vince bellowed, "When you travel with the team and you eat with the team, you eat what the team eats."

One young acrobatic preschooler we know asked his mother, with the advent of chilly weather, "Isn't it time for me to start turning *wintersaults?*" Another, loyal to his father's branch of the service, eats *Army* beans.

Editor Dot Lloyd of the Maryland State Teachers Association asked a young friend how she was enjoying the second grade and was told: "To tell you the truth, sometimes I wish I hadn't joined."

Every teacher who writes an article has a reservoir of revelatory classroom incidents upon which he could draw. Yet how seldom do illustrative anecdotes appear in the manuscripts submitted to education publications. Next time you send us an article—and we invite you to do so soon—won't you please use brief, pertinent stories from your own classroom to illustrate some of your ideas?

When we asked a teacher recently to enliven his article with a few true anecdotes, amusing or poignant, he replied, "Nothing like that happens in my class." How blind that teacher! Or how unfortunate his students! After all. . . . □

Pennsylvania Practices PN

'The right of a local professional organization to represent the interests of its members before a school board by all proper means and without prejudice may not be denied. The Pennsylvania State Education Association will support its local associations in establishing and maintaining that right.' In the early 1960s, this was PSEA's position. Today, in the early 1970s, this is still PSEA's position. But now this position is supported by the law of the Commonwealth of Pennsylvania.

Act 195—A New Opportunity

by **Robert E. Phelps**
Executive Secretary,
Pennsylvania State Education Association

THE passage of the Public Employe Relations Act (Act 195) in Pennsylvania marks a revolutionary departure from past practice in the role which the organized profession will assume in policy making at the local district level.

For over a decade there has not been any serious doubt that eventually there would be formal recognition of the organized profession as a participant in school policy formulation, not only on teacher welfare but on curriculum and professional standards as well. The only question was how it was to be done.

Act 195 has established a clear course regarding this issue. Collective bargaining is the vehicle through which teachers in Pennsylvania will be charting their economic future and the future of education.

Because it comes during a period which is characterized by strong dissent and conflict over what education is and should be, precious little time is available for every educator to take an intelligent look at the hard facts of this reality. Probably the most serious challenge is that presented by the increase of teacher participation in policy decisions and the increasingly strident demands for educational reforms by parents and students.

The seminal question is whether teachers can produce reforms through collective bargaining which are consistent with both their self-interest and quality education. Needless to say, this will require an unprecedented level of professional maturity and determination.

John H. Fischer, in his section of the book *Innovation in Education,* has stated succinctly this point:

"The second broad current of influence that is likely to affect major innovation in American schools stems from teachers' changing views of their roles and their power in the educational establishment. . . . As teachers become aware of their collective power to influence policy decisions . . . the principal question which the teachers themselves . . . must face is: Will this newfound power be used only to improve the personal position of the teacher, or will it be employed also to raise the quality of schools?"

THERE is concrete evidence that teachers have recognized this problem. The recent PSEA Department of Classroom Teachers 21st annual conference provided in-depth discussion of such relevant topics. Included were: "Children as a Basis for Education," "Accountability," "Educational Technology," "The 'New' Morality," "Teacher Militancy and the Schools We Need," and "The Reluctant Learner and the Dropout Problem."

Certainly these are not all of the issues which must be faced. But the encouraging fact is that classroom teachers are themselves increasingly designing and participating in workshops and conferences on topics which are relevant to the 70s.

This statement has asserted the need for classroom teachers to accept the responsibility of a new and powerful role in improving education through collective bargaining. But what about other key groups who are involved in the process?

First, how about school board members, who are charged to represent the public interest. It is hoped that individual school board members will not choose to follow the pattern suggested by the Pennsylvania School Boards Association in responding

for Excellence

to opportunities presented by Act 195.

Prior to any experience in school districts under the new law, PSBA has launched what is probably the most ambitious campaign in its history. And for what purpose? To obtain desperately needed funds for public and higher education? To strengthen the competence of school boards in their roles as policy makers? To solve the dilemma of inner-city schools? To improve the professional status of teachers or administrators?

One can only conclude from the evidence at hand that the PSBA has a single all-consuming mission at this time. And it is not directed toward a constructive attack on the above stated questions. Rather it is focused on the manipulation of Act 195 for the following purposes:

1. To repeal the teacher tenure and salary laws.
2. To deny to substantial numbers of educators in administrative and supervisory positions the right to membership in PSEA-NEA.
3. To break the strength of PSEA in the legislative, political, and professional arenas.
4. To reduce all educators to the rank of subordinates in their professional roles. The PSBA does not envision school administrators as professional educators but rather as school managers. Teachers are viewed as the labor force rather than professionals.
5. To encourage school boards to become hard-nosed in their relationships with teachers and in doing so to deny them access to the very opportunities which are needed to improve their professional competencies.

THESE facts regarding PSBA are evident in workshops which the organization has conducted in preparation for Act 195. And they are cogently evident in the changing relationships between boards of school directors and local associations which have occurred in the past several weeks where school boards are following PSBA dictates.

There is encouraging evidence, however, that some school boards are rejecting such advice and taking steps to implement Act 195 in an orderly and constructive manner. Where this has occurred, it can be predicted that schools and students will be the beneficiaries.

And how about administrators? Many superintendents have already abandoned the PSEA structure for independent status. Secondary and elementary school administrator organizations, now an integral part of PSEA-NEA, are considering the same course. It should be noted that many individual administrators have opposed these actions and, in fact, are retaining their membership in PSEA-NEA.

Thus it can be seen that Act 195 and collective bargaining present the most serious challenge encountered in this century for those who have supported the concept of a unified profession, the purpose of which is to design and implement schools as they ought to be.

Collective bargaining will not eliminate the need for all members of the profession to work diligently to increase their overall skills to the utmost if we are to be successful. It is a method not a panacea. It is a unique chance to change the "system" for better or for worse, occasioned by ominous hazards on one hand and unrealized vistas on the other hand.

The teaching profession has unique characteristics, as does the educational enterprise. This is a

'Act 195 offers to educators the opportunity under law to bargain for excellence in education.'

vital reason that our membership must not be fragmented—why unity is undeniably necessary.

This is the primary reason that the industrial model of collective bargaining does not serve education well in all respects.

Teachers, supervisors, and principals must work cooperatively in individual schools to educate children. This requires maintaining among all educators organizational relationships that are cooperative rather than divisive.

It is probable that the pattern for collective bargaining in Pennsylvania school districts is being established in 1970-71. There may never be a more strategic time for teachers to assert that the model for collective bargaining which occurs under Act 195 must meet the needs of the profession and students. There is no room for compromise on this issue.

And this is the potential strength of Act 195. We in education have too long compromised what we know to be right and necessary—class size, teachers' salaries, the quality of teacher education, special programs for atypical children, and the list could go on. If we compromise our convictions under Act 195, we must be prepared to compromise ultimately with compromise itself.

Collective bargaining requires give-and-take relationships. However, it compels a new relationship at the bargaining table: the relationship of educators and boards of school directors with parity in status.

Act 195 offers to educators the opportunity under law to bargain for excellence in education. It is a chance for educational statesmanship on a level heretofore unparalleled. It places all educators in precisely the position stated so aptly by the late President John F. Kennedy in a speech which was undelivered on November 22, 1963:

"This is a time for courage and a time for challenge. Neither conformity nor complacency will do. Let us stand together with renewed confidence in our cause."

What's GO

Amid the cries that education is not relevant, nor suited to the child, nor reflective of our society, and so on endlessly, even teachers may lose sight of the fact that such critical generalizations are too universal. There are places where programs are creative and productive.

Here are some of the many ongoing instructional activities in school districts across the Commonwealth—some examples of what's good in education in Pennsylvania.

Teaching on School Buses

The audio-bus program at Line Mountain School District, Northumberland County, was initiated to answer the question: Can and will students learn from audio-tape programs presented aboard school buses?

Considering the school bus a mobile classroom unit, the instructional staff:

- developed a method of equipping school buses for audio-presentations. The initial bus was electronically equipped with 66 individual headsets, five cartridge tape players, and all necessary wiring at a cost of less than $20 per student.
- developed an audio-tape library of enrichment programs in the areas under study. Programs were presented daily to middle school (junior high) students and were changed twice per week. Listening was voluntary.
- evaluated the program through controlled experiments and pretest and posttest instruments developed by staff.

The sequence of activities included:

1. installation of the equipment noted above so that each student could select any of five different programs through individual controls.

D in Pennsylvania Education

Included on these pages are a few programs which indicate that some good things are happening in Commonwealth schools. None is necessarily the best of its type, nor even one of the best. But each shows concern for and attention to some educational problem.

2. preparation and evaluation of taped programs appropriate to the age level and subject areas involved. In the early stages of the program, questionnaires were distributed daily to students to determine the quality and popularity of programs and to receive suggestions for future programing.

3. maintenance by bus drivers of a record of behavior patterns aboard the bus as reported by the bus driver and adult passengers, plus a daily report of necessary equipment repairs.

4. evaluation, including opinions and judgments of students and teachers, as well as the objective measures noted above.

Statistics from such studies indicate that pupils aboard the audio-bus were able to learn significantly. A further development is that teachers in the district are taping programs on their individual subjects during the summer and in their spare time. Foreign language tapes have also been included.

Resource Teacher Program

The resource teacher program was inaugurated at Gateway School District, Allegheny County, to assist the regular classroom teachers in providing the best possible instruction in all subject areas.

Resource teachers are full-time members of the teaching staff who work with children anywhere on the educational continuum. They provide resource assistance and serve as consultants. Currently six teachers serve in this capacity on a district-wide basis.

Previous teaching experiences of these resource teachers have provided them with the background for identifying and working with the many problems of the teaching-learning process. They utilize new ideas, procedures, techniques, and materials.

Their service ranges from early detection of difficulties to eliminate possible future deficiencies to the provision of enrichment for gifted children. Resource teachers observe, establish a working relationship, prescribe, motivate, and continuously evaluate.

In summary, resource teachers work with other staff members in a collaborative effort at problem solving and prevention. Their main function is to promote and encourage the maximum achievement for each student by working with the learner and/or the teacher.

Use of the Telelecture

As used in Bristol Township School District, Bucks County, the telelecture involves a telephone, amplifier, and as many speakers as needed to provide for the particular group. The project is still in the expansion stage.

At the beginning of the school year, planning must take place so the role of prime resource personalities to help the students' grasp of a concept can be defined. For instance, a textbook explanation of the functions of Congress would certainly be strengthened by some first-hand information in the course of a telephone conversation with a Congressman.

In government classes, there has been dialogue with the district attorney of the county, who explained constitutional law. The Congressman from this district has an open line to the school. Both U.S. senators from Pennsylvania have cooperated in the project.

Students have talked to a Pennsylvania supreme court justice about the court. On the federal level, the President's cabinet has made individuals available, as has the executive office of the president—members of the President's Council of Economic Advisors, for example.

In economics courses, frequent calls are made to the Federal Reserve Bank for explanations of public policy. Bank presidents, consumer protection officials, economists, tax experts, and others are anxious to explain their jobs.

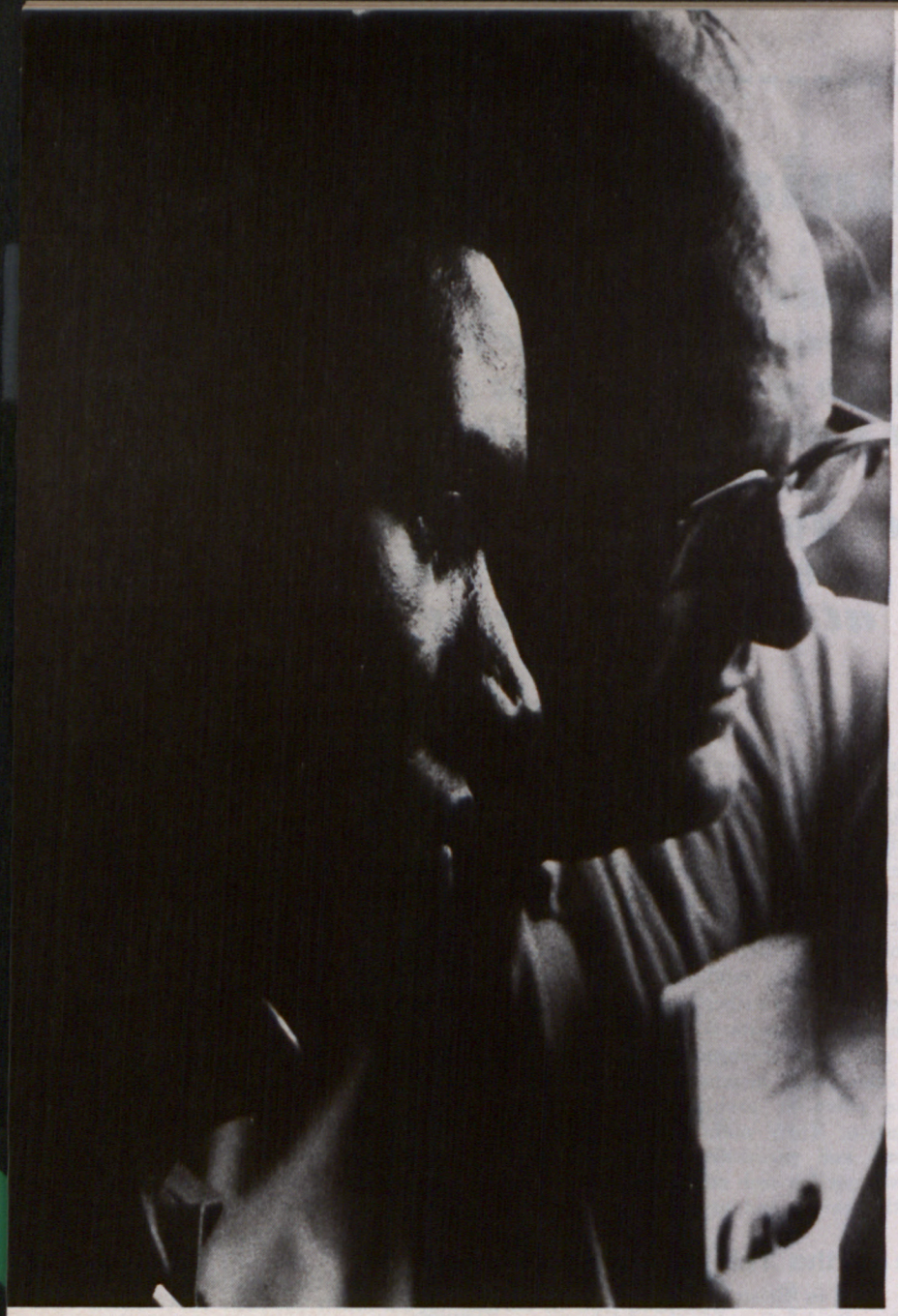
Since the program began, a small telelecture unit which fits into the classroom has been developed and during the current school year, two such units have been in use—largely in social studies. However, English classes have started to use it to contact novelists and college professors for interpretation of modern writings.

Hopefully, the program can be broadened with the inclusion of other disciplines where resource individuals can aid students. Bell Telephone owns the equipment and rents it to the schools.

First Grade Swimming Program

During 1968-69, Centennial School District, Bucks County, initiated a program in instructional swimming for first grade children. A pool in one of the elementary schools, 50 feet square and ranging in depth from two to five feet, is designed specificially to teach young children to swim.

The program has been offered to all first graders in the district, a number approximating 1,000 per year. The children are brought to the pool twice a week



In Chester, project IMPETUS makes available modern psychological and psychiatric techniques to aid the disadvantaged urban student.

for a 12-week period of instruction.

Starting this year, all fourth graders are included in the twice-weekly program.

Basic philosophy is to give each first grader in the district the opportunity to receive swimming instruction and water safety as part of his physical education program. Instructors let each child progress as far as he is capable during the instruction period.

The pool is also used by specialized groups in the building, such as the trainable and the physically handicapped. Teachers who instruct in the adaptive physical education classes also utilize the pool for therapy purposes.

Hopefully, the program will be expanded to include other grade levels in the future.

The Talking Typewriter

Late in 1965, one of the national magazines published an article describing how a computerized teaching machine called "The Talking Typewriter" has been used to teach children 3, 4, and 5 years old how to read.

Mention was made of one effort to use the machine to assist a seriously disturbed child reach normal patterns of conversation. Since Chester City Schools, Delaware County, had been investigating and planning a project to search out unsuspected buried emotional blocks in children, the staff speculated, "Why couldn't we use the machine in Chester with children who have characteristics and needs similar to those identified by Dr. Moore, its inventor?"

After using multi-range varieties of instructional materials in programs especially designed for disadvantaged readers, many elementary school staff members felt they had failed. "The Talking Typewriter" approach offered them a court of last appeal.

It was recognized, however, that although the machine is good for children with word recognition problems and those with a reading level limit of up to 3.5, it does not lend itself to teaching comprehension.

"The Talking Typewriter" program consists of 30 hours of instruction in sessions of 15 minutes each. Each session is followed by another 15 minutes of post-session dialogue with a reading clinician in the laboratory. At that time the student's daily activities on the machine and his typed "printout" are given as a homework reading lesson.

A special elementary school reading program has been designed using "The Talking Typewriter" for hard-core poor readers.

Special Education Resource Center

The special education program at the Beaver Area Junior High School (grades 7 and 8), Beaver County, represents a broadened scope, for it provides for the needs of the academically slow child while offering assistance to the regular graded program student who lacks proficiency in a given subject area.

Students assigned to the special education class receive their basic academic instruction in the resource center; however, they attend all other classes, such as art, music, gym, health, and practical arts, with the students in the regular graded classes.

Modular scheduling enables flexibility and has made scheduling these students extremely effective. For example, a student assigned to the regular track program and in need of additional instruction in a subject area where he has some

difficulty may be assigned to the resource room for supplementary instruction, or he may be assigned there for all his class time in that particular subject field.

When his performance is sufficiently improved, he is returned to his regular class. Likewise, a special education student who shows unusual proficiency in a subject may be scheduled with a regular section for that particular class.

The resource center is equipped with an abundance of audiovisual equipment which is permanently assigned there and which is used extensively in providing students with as much of an individualized approach to instruction as possible in this school situation.

This program has helped to reduce social isolation for the special education student, something that the traditional approach has failed to do. These students become an integral part of the total school picture.

Sufficient data have been gathered to indicate the program is successful in providing the junior high special education student with a more rewarding and enriching educational opportunity. A similar program has now been established in the high school for grades 9 through 12.

Blind Students in Neighborhood Schools

Two of several school districts which offer classes for blind and partially seeing children in an integrated public school program, Cumberland County Public Schools and the School District of the City of Erie, both support worthwhile efforts.

In Cumberland County Schools, the philosophy is based on the premise that blind children must eventually work and compete with their sighted peers and that education in neighborhood schools would promote a normal and happy life for these handicapped students.

With the understanding that they would eventually attend their own schools, blind students were first bussed to one public school in order to prove they could manage in regularly scheduled classes. After this orientation period was over and the students were ready to transfer, all concerned school personnel were contacted.

During special meetings, classroom teachers were promised that their tests and quizzes would be transcribed into Braille by an itinerant teacher who meets twice a week with each student during his study periods.

At this time, the student brings work in which he needs help; the teacher reads material unrecorded or unavailable in Braille and last-minute assignments for which there is not time to obtain materials.

There is a standing provision that the student may have twice the usual amount of time to take or complete a test because of the necessary slowness in reading Braille.

The fear that classroom teachers are not able to get across subject matter to the blind is unfounded. Some unusual side effects have occurred:

One senior high teacher has involved her speech class as well as her family in taping a literature book, using different voices for each character. Two students have taught their mathematics teachers Braille numbers. Another student is well pleased with her English teacher's progress in learning Braille.

Special teachers certified to teach the blind are used in this program plus volunteer teachers who are able to transcribe Braille and to make tape recordings.

The program now has a repository for books and a library for Braille in the Central Pennsylvania Special Education Resources Center in Harrisburg.

The Erie School District program was initiated at the request of parents of blind preschool children. It provides an education for blind students integrated into the regular classroom for the reason mentioned above—they will be expected to enter society after their formal education just as sighted children will.

Prior to the start of the program, an elementary teacher was designated to take special related courses, and similarly trained personnel now maintain the program.

Upon completion of nursery school, blind students are assigned to a resource teacher. Teacher aides are employed and provide the necessary individual attention; a limited amount of additional equipment is required.

The program has been in operation since 1957, and blind students are presently enrolled in kindergarten, elementary, and secondary classes. Favorable results have been reflected in numerous ways—for example, blind students are on the honor roll, cultural agencies have become actively involved in the program, and parental attitudes have been positive.

Experiment in Clinical Education

Another of the Chester School District's projects is entitled "Impetus." Each culturally deprived and economically disadvantaged student, burdened with unique educational characteristics and needs, receives specific diagnosis and stipulated treatment in order to retain him in the normal educational continuum.

This type of educational program, which was acutely needed to service urban students, was designed to define goals and mobilize activities while introducing modern psychological and psychiatric techniques for treatment, evaluation, and readjustment.

The title IMPETUS sums up the project's scope and range: *I*dentification and *M*odification of *P*sychological and *E*ducation *T*raits to *U*nblock *S*tudent impediments. It encompasses the services of specialists in fields of clinical psychology, psychiatry, neurology, dentistry, and social work.

The implied and actual impediments include paucity of clothing, cultural enrichment voids, lack of convenient trans-

what's GOOD in Pennsylvania education . . .

Resource teachers are utilized in the Gateway SD to maximize student achievement. They provide aid to the child with a particular deficiency and offer enrichment work to gifted students as well as serving as resource personnel and as consultants.

portation, and tenuous home and school relationships.

The school district acquired a building and converted a suite of offices into what is now called the "Pupil Service Center." Supportive and follow-up services augment the basic psychological work.

Now in its sixth successful year of continuous daily operation, the center is open from 8:30 A.M. to 4:30 P.M. as well as on certain evenings.

Elementary Agriculture

The elementary agriculture program in the Eastern Lancaster County School District is concerned with four major areas: 1) soil, water, and wildlife conservation; 2) farm safety; 3) farm sanitation; and 4) opportunities in farming and agri-business.

A primary objective is to reach all boys and girls in the sixth grade, for in a rural farming area where the dropout rate is high, there is a need for some agricultural training in the early grades.

Also, a high level of accidental injury and death on local farms, much of it among small children and young adults, can be traced to a lack of knowledge or to carelessness, especially on farms recently mechanized.

In addition, the use of draft animals creates danger for the handler who lacks training or caution.

It has been noted that conservation practices are limited on many local farms. Outdoor toilet facilities and lack of adequate barnyard sanitation have contaminated wells, and many local streams are becoming polluted as well.

The program is set up to include the following activities: classroom lectures and demonstrations, group discussions, films and filmstrips, resource people, field trips, home visitation, and parental contacts.

There are also several activities such as water and soil testing by appropriate agencies. Environmental education is stressed a great deal in all phases, and built into the program is the use of an outdoor conservation laboratory.

This special section of the Pennsylvania edition of TODAY'S EDUCATION was prepared in cooperation with the PENNSYLVANIA SCHOOL JOURNAL, Barbara J. Stevens, editor, DeLoyce S. Barnhart, editorial assistant. The edition is being circulated to all unified NEA-PSEA members.

HUNGER IS ALL SHE HAS EVER KNOWN

Margaret was found in a back lane of Calcutta, lying in her doorway, unconscious from hunger. Inside, her mother had just died in childbirth.

You can see from the expression on Margaret's face that she doesn't understand why her mother can't get up, or why her father doesn't come home, or why the dull throb in her stomach won't go away.

What you can't see is that Margaret is dying of malnutrition. She has periods of fainting, her eyes are strangely glazed. Next will come a bloated stomach, falling hair, parched skin. And finally, death from malnutrition, a killer that claims 10,000 lives *every day*.

Meanwhile, in America we eat 4.66 pounds of food a day per person, then throw away enough garbage to feed a family of six in India. In fact, the average dog in America has a higher protein diet than Margaret!

If you were to suddenly join the ranks of 1½ billion people who are forever hungry, your next meal would be a bowl of rice, day after tomorrow a piece of fish the size of a silver dollar, later in the week more rice—maybe.

Hard-pressed by the natural disasters and phenomenal birth rate, the Indian government is valiantly trying to curb what Mahatma Gandhi called "The Eternal Compulsory Fast."

But Margaret's story can have a happy ending, because she has a CCF sponsor now. And for only $12 a month you can also sponsor a child like Margaret and help provide food, clothing, shelter—and love.

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